

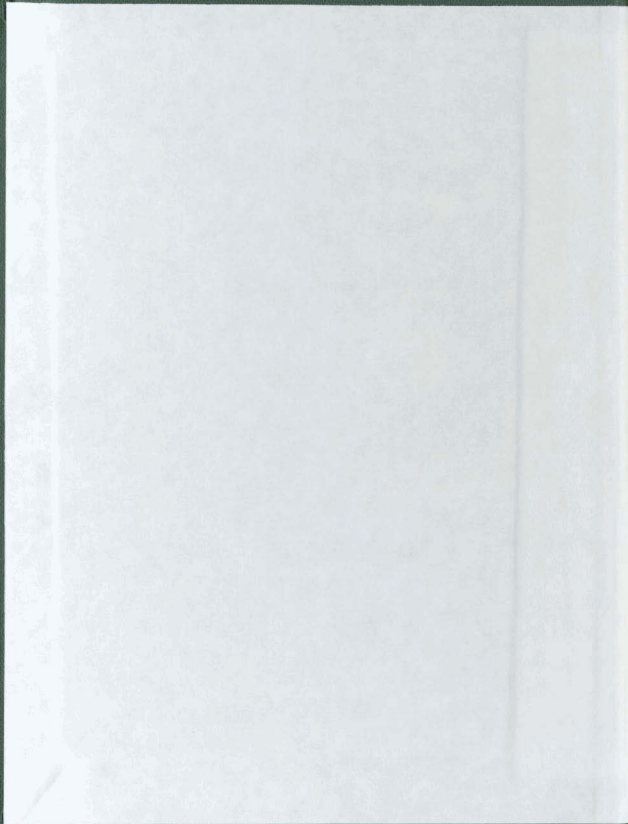
A COUNSELING INTERNSHIP AT ADDICTIONS, HEALTH
AND COMMUNITY SERVICES, WESTERN WITH AN
INTERNSHIP PROJECT ON HOW TO INTEGRATE
COCAINE INTERVENTION STRATEGIES INTO
WESTERN'S EXISTING ADDICTIONS SERVICES PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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EDWARD O'KEEFE



A COUNSELLING INTERNSHIP UNDERTAKEN AT THE COUNSELLING
CENTRE MEMORIAL UNIVERSITY WITH A STUDY OF A-GROUP
COUNSELLING APPROACH FOR TEST ANXIETY

by



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A Report submitted in partial fulfillment
of the requirements for the degree
of Master of Education

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ABSTRACT

This report provides a description and analysis of a fourteen week full time internship undertaken at Memorial University of Newfoundland Counselling Centre, May - August, 1981. It includes a description of the internship setting, objectives met during the internship, a description of the intern's supervision, and an analysis of a research study pursued to fulfill the internship requirements.

The research study, conducted over a period of six two hour sessions, focused upon the efficacy of a cognitive learning group approach for the treatment of test anxiety with a group of university students. Treatment and control group participants were pre and post tested with the State-Trait Anxiety Inventory to establish their levels of anxiety. The treatment group showed a significantly lower level of test anxiety ($p < .01$) than the control group.

The report makes recommendations for the appropriateness of the internship as an option for partial fulfillment of requirements for the Master of Education Degree in the area of Guidance and Counselling.

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CHAPTER I

INTRODUCTION

Recognizing the importance of appropriate and adequate preparation of its professionals, the American Psychological Association requires a one year full-time internship of counselling psychologists. The American Personnel and Guidance Association defines an internship as:

an on-the-job experience under systematic supervision and evaluation ... usually a full time activity serving as an extension of practical experience beyond the counselling practicum (Department of Educational Psychology, 1975, p. 1).

The practicum experience, which was completed during the winter semester, 1981, has provided the trainee with one and one-half days of experiential training per week. Participation in a counselling internship enabled the intern to optimize the application of academic training to practical situations under supervised conditions. This option is considered appropriate because it provided continuity in a counsellor preparation program.

Eligibility and Selection for Internship

Candidates for the Master of Education degree are required to complete a thesis, project or internship to fulfill their academic requirements. The option to participate in a counsel-

ling internship was exercised because it can utilize the practicum as a foundation on which to build the intern's personal confidence and sense of professional preparedness through sustained exposure to a variety of experiences and responsibilities.

The Department of Educational Psychology (1975) has established certain criteria to determine the selection of interns. The following factors were outlined as being important in the selection of interns:

1. It commences only after a satisfactory performance is achieved in an approved practicum.
2. It commences only after satisfactory completion of all course work required for the degree programme as they are defined in the university calendar.
3. First consideration will be given to candidates who have had little experience in the working milieu which they will enter.
4. Interested students must have submitted and approved by the Department a formal internship proposal, including among other points, a statement of professional goals and expectations for the internship.
5. An intern must be enrolled full-time during the time of his internship. (pp. 2-3)

The intern commenced his internship during the week of May 4, 1981 and had satisfactorily met the above criteria by that time.

Setting

In the statement on the Internship Program distributed by the Department of Educational Psychology (1975), the following factors were outlined as being important in the selection of an

internship setting.

1. The quality of professional supervision.
2. The quality of learning opportunities and experiences.
3. The relevancy to, and usefulness of, such experience in the actual setting in which the internee ultimately expects to work.
4. The availability of time for full-time involvement of the intern for a minimum of thirteen consecutive weeks.
5. Availability of a qualified field supervisor on site.
6. Ready access to the university supervisor.

In consultation with appropriate university personnel, the trainee concluded that the Memorial University Counselling Centre was able to meet these requirements.

The following professional counsellors were available to assist the intern implement his program and meet his objectives.

B. M. Schoenberg, B.A. (Texas), M.A., Ed.D. (Houston)	Director
J. C. Garland, B.A. (Minnesota), M.A. (T.C.U.)	Counsellor
G. Hurley, B.A. (Minnesota), M.S., Ph.D. (Missouri)	Counsellor
E. Davis, Ph.D.	Counsellor
G. Green, B.A., M.Ed. (M.U.N.)	Counsellor

In addition to individualized personal counselling, the Centre offered a variety of programmes to assist students with personal, social, academic, and vocational concerns. The counselling services provided to assist students in these areas were:

1. Academic Support Programmes
2. Educational and Vocational Guidance
3. Test Anxiety Management
4. Biofeedback Training
5. Oral Communication
6. Assertiveness Training
7. Behavioral Modification
8. Personal Growth Groups

Duration

Based on the requirements of the Department of Educational Psychology, the internship extended over a period of fourteen weeks commencing 4 May, 1981.

Supervision

Responsibility for supervision during the internship was shared between personnel in the Department of Educational Psychology and their colleagues at the Counselling Centre. Criteria for supervisor selection and responsibilities have been established by the Department of Educational Psychology (1975).

Field Supervisor

The selection of field supervisors was made by the Department of Educational Psychology in consultation with the administrator and staff of the Counselling Centre. Field supervisors were to have met the following criteria:

1. Hold a Master's Degree or its equivalent appropriate

to the work of the intern, or equivalent and appropriate experiences as determined by the Department of Educational Psychology.

2. Have a minimum of two years experience in the field or its equivalent as determined by the Department of Educational Psychology.
3. Be involved full time in the placement setting.
4. Have sufficient time to consult regularly with the graduate student. (p. 2)

University Supervisor

The requirements and responsibilities of the University supervisors will be:

1. The supervisor should have sufficient time as determined by the Department to consult regularly with the intern.
2. The supervisor should be professionally trained in the area of guidance and counselling and indicate an interest in counsellor training.
3. The supervisor should be responsible, in consultation with the field supervisors, for directing the preparation and evaluation of the report on intern activities. (p. 2)

Supervision and Evaluation are an integral part of the entire internship experience. Sparkes (1973) gave a very concise summary of this process stating that:

The internship is intended to promote and develop competence and skill. To this end, and to be meaningful, evaluation has to be carried forward in terms of the objectives the intern seeks to achieve; it has to lead logically to replanning and redirecting as necessary; its content has to be developed from the actual experience of the intern; it has to be continuous, objective as possible, and a co-operative enterprise between all people directly involved in the internship program. (p. 12)

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Consequently, evaluation was viewed as the responsibility of the intern's supervisory team which consisted of a field supervisor and a campus supervisor.

Field supervision was the primary responsibility of Mr. John C. Garland with additional field supervision provided by Dr. George Hurley and other staff members as the intern participated in the various programmes which were implemented during the internship.

The intern's campus supervisor was Dr. D. S. Watts - B.A. (Maine), M.Ed. (Salem State College), C.A.S., Ed.D. (Maine).

Supervision of the intern was implemented as follows:

1. The intern's professional involvement in the various programmes was evaluated by the counsellor responsible for each programme. Evaluative feedback was provided to the intern, Mr. Garland, and Dr. Watts.
2. The intern, Dr. Watts, and Mr. Garland consulted throughout the internship to discuss the progress of the intern.
3. The intern met with Dr. G. Hurley for a minimum of one hour per week to discuss the intern's progress and development in individual and group counselling activities.
4. The intern held weekly meetings with his field supervisor, Mr. John Garland.
5. The intern submitted taped sessions of individual counselling. With the consent of the clients these tapes were reviewed for evaluation purposes by the intern with Mr. John Garland and/or Dr. George Hurley.
6. There was a midpoint meeting with all individual's involved in the supervision and evaluation of the intern to discuss specific aspects of the intern's professional development and activities.
7. The intern maintained a log of each day's internship activities.

Evaluation of the intern's professional activities is viewed as an important component of the internship providing a continuous and co-operative enterprise between all people directly involved in the internship program (Sparkes, 1973, p. 12). Close supervision of the intern as the various professional activities were implemented provided the supervisory team with experiences which they were able to observe and evaluate. Therefore the evaluation process incorporated an effective and systematic means of providing constructive feedback to the intern which contributed significantly to the intern's personal confidence and sense of professional preparedness. Subsequently it was essential that the intern be intimately involved in the evaluation process since it involved a critical assessment of the intern's competencies.

Internship Objectives

The Department of Educational Psychology (1975) views an internship as an extension of the practicum which enables the intern to develop a flexible program that provides:

1. For the development of competencies for each trainee based on his needs, previous experiences, and future vocational plans.
2. For practical experiences that will bring into focus the theoretical training received during the formal part of the program.
3. For practical experience that will enable the trainee and the department to evaluate the trainee's ability to effectively work in his chosen field.
4. Opportunities for the trainee to evaluate his personal behavior modalities and work toward making any necessary

changes.

5. For feedback from the internship setting to the department regarding strengths and weaknesses of its students so that program improvements can be implemented.
6. For the development of research and problem-solving skills appropriate to the needs of the student and the setting, considering the nature of his placement and his vocational plans. (p. 2)

The intern has made a conscientious effort to ensure that his goals and related activities reflect the general goals of an internship as outlined by the Department of Educational Psychology. Subsequently the internship objectives were:

General Objective 1. To develop an increased awareness of personal, social, and academic concerns of university students.

Activities.

- a. Read a recently published book which deals with the concerns of university students.
- b. Read approximately five articles which deal with the concerns of university students.
- c. Hold discussions with university students, members of the Counselling Centre, and university personnel such as the student housing manager, residence proctors and residence assistants, legal aid representative and student aid officer.

General Objective 2. To develop a more comprehensive knowledge of, and expertise in the programmes and services offered by the Counselling Centre.

Activities.

- a. A theoretical and practical orientation to the area of Career Counselling will be acquired through participation in the Career Planning Centre for approximately two weeks.
- b. A theoretical and practical orientation to the area of Study Skills and Compre-

hension will be acquired through participation in the Learning Strategy program.

- c. A theoretical and practical orientation to the area of Biofeedback Training will be acquired through participation in biofeedback training.
- d. To enhance existing skills in relaxation training by completing a relaxation training program.

General Objective 3.

To gain experience in the administration and interpretation of individual psychological tests in the areas of interest and intelligence.

Activities.

- a. Administration and interpretation of career oriented test instruments to appropriately concerned students.
- b. To discuss and/or observe interpretation of the Wechsler Adult Intelligence Scale.

General Objective 4.

To acquire further knowledge of, and exposure to the application of various theories of counselling and psychotherapy.

Activities.

- a. Read a book on different theories of counselling and psychotherapy. (e.g., Corey, 1977)
- b. Read a book which deals with various procedures for helping people change. (e.g., Kanfer and Goldstein, 1975)
- c. Read approximately five articles on the application of different theories of counselling and psychotherapy.
- d. Discuss and observe the individual counselling approaches and interests of the counsellors at the Counselling Centre. The intern will observe his field supervisor in the counselling relationship six times.

General Objective 5.

To further develop competencies in the area of one-to-one counselling relationships.

Activities.

- a. Read approximately five current articles concerned with individual counselling.
- b. Counsel a minimum of three students over an extended period of time consisting of six or more sessions.
- c. Counsel approximately ten students on a short term basis.
- d. Tape selected sessions from "b" and "c" for evaluation purposes.

When taping was carried out the following policy was adhered to. All clients were informed of the taping and their permission was requested before taping was undertaken. The purpose of taping was explained and the only persons having access to the tapes were the intern and his supervisors.

General Objective 6.

To further develop competencies in the area of group counselling.

Activities.

- a. Read approximately five current articles dealing with group counselling techniques.
- b. Participate as leader, or co-leader in an assertion training group.
- c. Conduct a cognitive learning group for test anxious students.

General Objective 7.

To conduct research on a test-anxiety group.

The research component is dealt with separately in the remaining sections.

CHAPTER II

ANALYSIS OF THE INTERNSHIP

Introduction

The purpose of this chapter is to examine activities which the intern was involved in during the period May 4 to August 12, 1981. The intern and his supervisory committee outlined several behavioral objectives for the internship. These, perceived as being the only criteria of valid measure in terms of the intern's professional skills; confidence; and preparedness, were subsequently shown to be tested by means of specific application of the objectives. Without limiting the above, the general concentration involved the administration of individual psychological tests, exposure to various theories of counselling and psychotherapy and programmes offered at the counselling centre. The individual and group counselling aspects led to the development of the following internship objectives. Following each objective is an analysis of the various activities implemented to ensure the fulfillment of the behavioral objectives.

Analysis of Internship Objectives

Objective 1 - to develop an increased awareness of personal, social, and academic concerns of university students.

The activities performed to meet this objective were:

1. the intern held informal discussions with individual

students about their concerns;

2. the intern interviewed two resident house proctors, one resident assistant, and the student housing manager to discuss student concerns;
3. the intern discussed with counsellors at the centre the kinds of concerns they encountered in counselling as well as in other capacities;
4. the intern read two books on university and college counselling centres (see Appendix A);
5. the intern read four articles which dealt with concerns of university students (see Appendix A);
6. the intern read a report on the quality of student life at Memorial University (Senate ad hoc committee on the Quality of Student Life, 1981);
7. the intern read a report on loneliness and friendship in the first year of university (Ross, 1979).

Objective 2 - to gain experience in the administration and interpretation of individual psychological tests in the areas of interests and intelligence.

The activities performed to meet this objective were:

1. the intern observed a videotaped interpretation of the Strong Campbell Interest Inventory;
2. the intern consulted with supervisors concerning interpretation of the Differential Aptitude Test;
3. the intern administered and interpreted sixteen interest inventories to students;
4. the intern administered and interpreted one aptitude test to a student.

Objective 3 - to acquire further knowledge of, and exposure to, the application of various theories of counselling and psychotherapy.

The activities performed to meet this objective were:

1. the intern read four books on the different theories of counselling and psychotherapy (see Appendix A);

2. the intern read seven articles on the application of different theories of counselling and psychotherapy (see Appendix A);
3. the intern discussed individual counselling approaches with counsellors at the counselling centre;
4. the intern reviewed a taped counselling session involving the application of Gestalt techniques;
5. the intern observed counsellors engaged in counselling students with career concerns;
6. the intern reviewed audio-taped sessions of his field supervisor involved in the counselling process;
7. the intern observed his field supervisor in a group counselling setting.

Objective 4 - to develop a more comprehensive knowledge of, and expertise in, the programmes and services offered by the counselling centre.

The activities performed to meet this objective were:

1. the intern was given a theoretical and practical orientation to the area of biofeedback by Dr. George Hurley;
2. the intern attended a learning strategy workshop conducted by Mr. Gary Green and Mr. John Garland;
3. the intern counselled three students concerned with developing effective study skills;
4. the intern received a theoretical and practical orientation to the Career Counselling Centre by Dr. George Hurley and Dr. Elaine Davis;
5. the intern spent one and one half weeks in the Career Planning Centre assisting students with vocational, academic, and career concerns (see Appendix B);
6. the intern counselled two students in the use of relaxation techniques.

Objective 5 - to further develop competencies in the area of one-to-one counselling relationships.

The activities performed to meet this objective were:

1. the intern read four books on different theories of counselling and psychotherapy (see Appendix A);
2. the intern read nine articles on the use of different theories and techniques in a one-to-one counselling relationship (see Appendix A);
3. the intern observed taped sessions of his field supervisor during the counselling process;
4. the intern counselled eight students on a one-to-one basis over an extended period of time;
5. the intern counselled eight students on a one-to-one short term basis;
6. the intern counselled or assisted approximately eighty students on a short term basis during time spent in the Career Planning Centre;
7. the intern taped selected sessions for supervision, evaluation, and feedback purposes.

Objective 6 - to further develop competencies in the area of group counselling.

The activities performed to meet this objective were:

1. the intern read three books dealing with group counselling techniques;
2. the intern read five articles dealing with group counselling techniques;
3. the intern co-led an assertion training group (see Appendix C);
4. all sessions of the assertion training group were taped for purposes of supervision, evaluation, and feedback;
5. the intern conducted a cognitive learning group for test anxious students (see Appendix D);
6. all sessions of the cognitive learning group were taped for purposes of supervision, evaluation, and feedback.

Objective 7 - to conduct research on a test anxiety group.

The activities performed to meet this objective were:

1. the intern designed and conducted a group approach for the treatment of test anxiety (see Appendix D).

The counselling centre had four professional counsellors available to assist the intern in the fulfillment of the stated objectives. The intern spent a total of fourteen consecutive weeks at the counselling centre. During this time the intern accepted a normal case load of clients and other professional duties.

The intern's field and campus supervisors fulfilled all requirements and responsibilities. Implementation of various evaluation devices enabled the supervisors to provide excellent feedback and guidance to the intern. The feedback and guidance were instrumental for the intern's development of personal confidence and professional preparedness.

In accordance with the American Psychological Association's guidelines on ethical standards (1981) the following criteria were ensured:

1. Participants were informed that sessions were to be taped and/or recorded and that these tapes were to be reviewed by a supervisor or supervisors.
2. Permission was requested before taping was undertaken.

CHAPTER III

RESEARCH COMPONENT

Introduction

Test anxious students, when compared with their non-anxious peers, tend to perform less well in a variety of circumstances, such as when competing for scholarships or for entrance to specialized fields, or whenever they challenge themselves to perform to the best of their ability. Lacking successful coping strategies with the anxiety inducing situation students may frequently experience confusion, self-devaluation, and frustration which may result in academic failure, lower grades, or perhaps withdrawal from the university.

Statement of the Problem

Results of research have indicated that high test anxious individuals perform more poorly on tests than do low test anxious persons. Sarason (1961) found "significant negative relationships between anxiety reported by subjects as being experienced in testing situations and a variety of measures of intellectual performance" (p. 204). Studying the interaction of test anxiety and cognitive modeling Sarason (1973) found that low test anxious subjects performed at a higher level than did high test anxious subjects. The results of further research have provided support for the negative effects of test anxiety (Sarason, 1960; Alpert and Haber, 1960; Spielberger, 1966; & Wine, 1971).

Donald Meichenbaum (1972) reported that in situations where performance is being evaluated, high test anxious individuals spent a great deal of time:

- a. worrying about their performance and about how well others are doing, and,
- b. being preoccupied with such things as feelings of inadequacy, anticipation of punishment, loss of status and esteem, and heightened somatic and autonomic reactions (p. 370).

Researching the effects of a stressful situation upon thirty female subjects, Horowitz and Becker (1971) reported that intrusive thinking and stimulus repetitions were important cognitive responses to stress. The authors defined intrusive thinking as any thought which is not relevant to the task to be completed and "is a nonvolitional entry into awareness" (p. 88). The results of further group research (Sarason, 1975; May, 1977; Bandura, Adams, Hardy, & Howell, 1980) also demonstrated that maladaptive cognitive responses to evaluative situations were positively correlated to test performance. Wine (1971) has indicated that maladaptive cognitive responses are "task irrelevant behaviours in which the subject is internally focused on self-evaluative, self deprecatory thinking" (pp. 92-94).

Consequently, it appears essential that high test anxious individuals learn appropriate coping strategies to implement in anxiety arousing situations.

The purpose of this investigation was to provide an evaluation of the effectiveness of a group cognitive learning

approach for the treatment of test anxiety with university students. The cognitive learning group approach combined an insight-oriented therapy with relaxation training, self-instruction training, and study skills counselling (see Appendix D). The research investigated the following null hypothesis.

Hypothesis 1. There would be no significant difference between the treatment and control groups level of A-State anxiety as measured by the State-Trait Anxiety Inventory, Form X-1.

Hypothesis 2. There would be no significant difference between the treatment and control groups level of A-Trait Anxiety level as measured by the State-Trait Anxiety Inventory, Form X-2.

Review of Related Literature

The cognitive learning approach has attracted considerable attention in recent years (Ellis, 1963; Meichenbaum, 1972; Mischel, 1973; Mahoney, 1977; Finger and Galassi, 1977; May, 1977). This psychotherapeutic approach was conceptualized as an example of interactionalism. Rimm and Masters (1979) explained the interaction of the learning approaches and the cognitive approach as an example of interactionalism which:

maintains that behavior is a joint or interactive function of external and internal events; in the cognitive learning approach, the internal events are primary cognitions (p. 378).

Facilitating the clients' control over various forms of problematic behaviors such as maladaptive cognitive responses

in test taking situations is the primary goal of the cognitive learning approach. The procedures employed to modify maladaptive behaviors have included self-administered relaxation techniques, self-instruction training, cognitive restructuring, covert modeling and reinforcement, social skills training, and study skills counselling. Treatments designed to alleviate the negative effects of high levels of anxiety have employed many of the above procedures. In performance situations Gaudry and Spielberger (1971) proposed that anxiety:

acts as a cue to elicit both responses that are relevant to the learning or performance task, and responses which are irrelevant. Task relevant responses are observed in an increased effort, concentration, and in procedural strategies previously found to facilitate learning and reduce anxiety. Task irrelevant responses may be observed in the intrusion of thoughts concerning the consequences of failure and of self-depreciating ruminations (p. 98).

The cognitive behaviors as outlined by Gaudry and Spielberger constitute a major attribute of the construct known as anxiety. A second attribute of anxiety which has a negative effect upon performance in evaluative situations is physiological arousal. May (1977) reported that subjects were able to internally elicit numerous anxiety-evoking cues such as "thinking, recalling, or anticipating unpleasant situations and that these cues influence their physiological state" (p. 859). The results of May's research demonstrated that groups of subjects who observed a phobic stimulus experienced a greater heart rate than subjects who experienced a nonphobic stimulus, $F(1, 33) = 4.69; p < .01$. Ciminero, Calhoun, and

Adams (1979) and Krasner and Ullmann (1979) argued that attention must focus on the stimulus conditions that result in behaviors labelled as anxiety rather than attempting to define anxiety as a unitary behavior.

The value of cognitive learning procedures in reducing the harmful effects of test anxiety has been successfully demonstrated by numerous researchers. Attempting to provide a controlled assessment of group treatments based on systematic desensitization, cognitive-attentional, and combined desensitization and cognitive-attentional approaches to the treatment of test anxiety led Holroyd (1976) to conclude that the cognitive-attentional treatment approach was more effective than either of the other two approaches. The cognitive-attentional group obtained lower State Anxiety scores than the systematic desensitization or combined treatment group ($p < .05$).

The results of a study implemented by Kaplan, McCordick, & Twitchell (1979) lent support to Holroyd's findings. These authors reported that on a variety of outcome measures the cognitive intervention technique was more effective than desensitization or a combination treatment of a cognition and desensitization, or no treatment group. There was a significant main effect for the cognitive treatment on the Liebert-Morris Emotionality Scale, $F(1, 20) = 4.53, p < .05$. A study implemented by Finger & Galassi (1977) produced results which demonstrated the efficacy of modifying the cognitive component of test anxiety. Jenkins (1978) also reported the superiority of the cognitive group approach over the relaxation group approach.

Wisocki (1973) utilized a pre-test post-test control group to demonstrate the effectiveness of Cautela's (1970) covert reinforcement procedure in the reduction of scores on the self-report anxiety scale. Sarason's (1973) study employed the cognitive modeling technique to reduce the negative effects of test anxiety. In this experiment three modeling conditions were studied within a group approach. During one condition a model performed a task and did not verbalize. Under the second condition the model performed and provided information about cognitive tactics. Under the third condition the model verbalized as she performed but did not mention general principles. Sarason reported that the performance only group performed at a lower level than the other two groups and that the low test anxious subjects' performance was superior to the high test anxious subjects, $F(1, 39) < .01$. Meichenbaum (1972) combined an insight oriented therapy with a modified desensitization procedure. The results of this study indicated the efficacy of a cognitive behavioral group approach in reducing test anxiety.

Dansereau et al., in O'Neil & Spielberger (1979), researched the effectiveness of a strategy system (study skills counseling - a comprehension retention strategy). Utilizing a one-tailed t -test the treatment group and the control group differences were considered significant ($p < .05$). Employing the use of the two-tailed t -tests comparing the pre- to postcourse scores of the treatment group to the control group the differences reached significance on three measures: the Survey of Study Habits and Attitudes, $t(39) = 2.57, p < .02$; the Test Anxiety Scale, t

(45) = 3.57, $p < .01$; and the learning attitude inventory, t (48) = 3.57, $p < .01$ (p. 29). This study demonstrated that the learning strategy system improved the students' learning behaviors and attitudes and decreased their levels of test anxiety.

Collins et al. (1981) evaluated three strategies for controlling concentration during academic tasks. The three strategies employed were self initiated relaxation (SIR), self coaching (SC - cognitive techniques developed by Meichenbaum) and a combined SIC and SC strategy. The results of this study indicated that "strategies developed for the reduction of test anxiety can significantly affect performance on tasks that closely simulate typical academic situations" (p. 127).

Cognitive learning techniques are proven therapeutic intervention strategies for reducing the negative effects of test anxiety and enhancing performance during the task. Which techniques are implemented to modify the client's internal dialogue and maladaptive behavior are a function of how the therapist conceptualizes the maladaptive behavior. The approach pursued in the present study was based upon Meichenbaum's (1974) self instruction training program and Dansereau's study skills counseling procedure. The program focused upon decreasing the negative effects of test anxiety by modifying the client's maladaptive cognitive responses and facilitating the client's internalization of a learning strategy (see Appendix D). Both techniques modified the amount of task irrelevant behaviors which the subjects engaged in and assisted

the subjects to become task relevant and consequently concentrate upon maximizing their performance and decreasing the negative effects of test anxiety.

Selection of Sample

Fourteen self-identified test anxious undergraduate students participated in the Test-Anxiety Program. Nine participants were randomly assigned to the treatment group and five to the control group. The State-Trait Anxiety Inventory (STAI) was administered as a pre-test post-test measure of the participant's level of anxiety. Three of the original pre-test participants did not complete the post-treatment measure and were omitted in the final analysis of the results.

Implementation

The Test-Anxiety Program consisted of five two hour sessions and one session one hour in length. The program was initiated on June 18, 1981 and terminated on July 30, 1981. The strategy implemented was a combination of Meichenbaum's insight oriented approach and Dansereau's study skills approach. The test-anxiety program consisted of three components. The first component was concerned with assisting participants to conceptualize the presenting problem in terms of maladaptive cognitive responses and physiological arousal. The second component was designed to facilitate the participant's self modification of the maladaptive cognitive responses and physiological arousal. The third component was designed to facilitate

the participant's awareness of a study skills strategy.

The therapy rationale focused upon the "failure of the high test anxious person to attend to relevant parts of the task, the intrusion of irrelevant thoughts, and high emotional arousal which interfere with performance" (Meichenbaum, 1972, p. 370). Restructuring the client's thought processes, modification of their physiological level of arousal, and teaching a learning strategy were the primary goals of the researcher. The goal of the clients was viewed as developing learning strategies which would increase their personal effectiveness in stressful and evaluative situations.

The mode of application of the Test Anxiety Program was a group approach. Studies which have been cited in this proposal have demonstrated the efficacy of a group cognitive learning approach for the treatment of test anxiety. Dinkmeyer, Pew, & Dinkmeyer (1979) have outlined the following opportunities which are offered by an effective group:

- a. The opportunity to belong and be accepted;
- b. The opportunity to see that one's problems are not unique but are often experienced universally;
- c. The opportunity to develop one's identity and to try on new approaches to the various social tasks of life;
- d. Through the process of trying on new behaviors and beliefs and learning that it is safe to change, the person gains the courage to continue making positive movement;
- e. Members learn not merely by verbal understanding, they are expected to put their insights into action as they transact with the other members of the group. Insight is not valued unless it produces "outights" that is, some action or reality testing;

- f. Members are understood in terms of how they see themselves and their situation ... They are actively encouraged to help one another to understand how their perception influence their feelings and beliefs;
- g. By hearing the concerns of others the group's members will achieve some understanding of their own concerns;
- h. Receiving feedback from the group will assist the group members to explore their own feelings, values, and attitudes, and reevaluate faculty assumptions or mistaken perceptions (pp. 140-145).

Measures Taken

The State-Trait Anxiety Inventory (STAI) assesses anxiety as both a transitory emotional state varying over time in intensity (A-state or state anxiety), and as a predisposition to respond to stress with anxiety, sometimes termed A-Trait, or trait anxiety (Spielberger, Gorsuch, & Lushene, 1970). The STAI consists of forty items, twenty of which require subjects to indicate how they feel at a particular moment in time and twenty that ask subjects to describe how they generally feel. The inventory consists of two scales: the A-State scale is designated form X-1, the A-Trait scale is designated form X-2.

The STAI authors indicate that both scales can be used as research tools for selecting subjects.

The A-Trait scale may be used as a research tool for selecting subject who vary in their disposition to respond to psychological stress with different levels of A-State intensity. Researchers can use the A-State scale to determine the actual levels of A-State intensity induced by experimental procedures ... It has been demonstrated that scores on the A-State scale increase in response to various kinds of stress and decrease as a result of relaxation training. (Spielberger, et al., 1970, p. 3)

Of particular importance is the fact that individuals who are high in A-Trait will exhibit A-State elevations more frequently than low A-Trait individuals. The authors also report that high A-Trait persons are more likely to respond with increased A-State intensity in situations that involve interpersonal relationships which pose some threat to self esteem as well as in situations in which an individual's personal adequacy is evaluated such as taking an intelligence test (Spielberger, et al., 1970).

Reliability and Validity of the STAI

Test-retest reliability data on the STAI for 197 undergraduates was established by retesting on three occasions. Retesting occurred one hour following the original test administration; 20 days following the original test administration; and 104 days following the original test administration. The test-retest correlations for the A-Trait scale ranged from .73 to .83 while those for the A-State scale ranged from .16 to .54. Since a valid measure of A-State should reflect the influence of unique situations factors existing at the time of testing, the low r 's for the A-State scale were anticipated (Spielberger, et al., 1970).

Spielberger, Gorsuch and Lushene (1970) report test-retest reliability data for state (Form X-1) and trait (Form X-2) scores separately for males and females as follows:

Insert Table 1 about here

Table 1
Test-Retest Reliability For College Undergraduates

Time Lapse	1 hour	Test-Retest (T/R)	20 day	T/R	104 day	T/R
	N	r				
A-Trait						
Males	88	.84	38	.86	25	.73
Females	109	.76	75	.76	22	.77
A-State						
Males	88	.33	38	.54	25	.33
Females	109	.16	75	.27	22	.31

The results of a reliability and validity study of the State-Trait Anxiety Inventory undertaken by Metzger (1976) lent support to the reliability data put forward in the STAI manual. Metzger reported that the test-retest reliability of the STAI was found to be .97 for A-trait and .45 for A-state. The results of Joesting's (1977) study indicate test-retest correlations ranging from .66 to .83.

Alpha reliability coefficients were reported using the Kuder-Richardson Formula 20 (K-R 20) ranging from .89 to .90 for A-Trait scores and .89 for the A-State scores. Evaluating the STAI in an experimental situation Metzger (1976) reported reliability coefficients, using the K-R 20, ranging from .67 to .92. Studying the effects of stress on state anxiety, O'Neill (1972) reported alpha reliabilities ranging from .89 to .94.

The inventory reports an impressive set of test-retest reliability coefficients and the results of studies carried out by Metzger (1976) and Joesting (1977) tend to support the stability of the inventory. Results of the research carried out by O'Neill (1972) and Metzger (1976) lend support to the high degree of internal consistency reported by the test authors.

In the development of the STAI, emphasis was placed on generating two internally consistent scales, the A-State and A-Trait Scales. Correlations with the Institute for Personality and Ability Testing (IPAT) Anxiety Scale are reported to be .75 for college males and .76 for college females. Additional evidence of concurrent validity has been reported by Spielberger, et al., (1970); The Taylor Manifest Anxiety Scale for males .73,

for females .80; the Affect Adjective Checklist (AACL) General form, for males .51, for females .52. The test authors reported that since these intercorrelations "approach the scale reliabilities it is reasonable to conclude that the three scales can be considered as alternate measures of A-Trait" (p. 19).

It has also been demonstrated that scores on the STAI A-State scale increase in response to various kinds of stress and decrease as a result of relaxation training (Stoudenmire, 1972; O'Neil, 1972; Hansen, 1972 and Hodges & Felling, 1970). Metzger's (1976) study provides further evidence bearing on the construct validity of the STAI. The inventory was administered to a no-stress group and a stress group. The stress group was administered the STAI immediately after an hour examination. This post-test condition was felt to be sufficiently stressful to evoke differences. The no-stress group was given the STAI in class under a no-test condition. The results indicated that no significant difference existed for A-trait in either the no-test or post-test condition; however, with the A-state no test was found to be significantly lower than the A-state post-test condition ($t = 2.46$, $p < .025$, $df = 70$). The results of studies dealing with the construct validity of the STAI indicate that it has the ability to discriminate between high and low stress situations.

Katkin's (1978) review of the STAI inventory in the Eighth Mental Measurements Yearbook concluded that the inventory is

an excellent choice for the clinical psychologist or personality researcher looking for an easy-to-administer, easy-to-score, reliable, and valid index of either individual differences in proneness to anxiety or individual differences in transitory experience of anxiety (p. 684).

Research Design

Pretest-Posttest Control Group Design

The research format employed to investigate the effectiveness of a group approach to test anxiety was a pretest-posttest control group design. Campbell and Stanley (1963) outline this design in the following form:

$$\begin{array}{ccccc} R & O_1 & X & & O_2 \\ & R & O_3 & & O_4 \end{array}$$

In this design, the symbols represent the following information:

- X: represents exposure of a group to a test anxiety program.
- O_1 & O_3 : represent the implementation of a pre-treatment measure.
- O_2 & O_4 : represent the implementation of a post-treatment measure.

One object of experimental design is to ensure that the results observed are attributed, within limits of error, to the treatment variable and to no other causal circumstances (Ferguson, 1976). Since the subjects of this research were self-identified test anxious students and were not randomly

selected from the general university population, the pre-treatment level of anxiety is perceived to be an uncontrolled variable, a covariate. To adjust for the effects of one or more covariates and permit a valid evaluation of the outcome of the research an analysis of covariance (ANCOVA) was employed. The basic principle of ANCOVA is that there are measures "of one or more antecedent variables, i.e., measured secured before the random assignment of experimental units to treatments is made" (Glass & Stanley, 1970, p. 499). Therefore an analysis of covariance on the data was used to determine whether adjusted means of the pre and post measures differed significantly. These mean differences were subjected to an F test for significance at the .05 level.

The covariate in this design is the members level of anxiety prior to treatment as measured by the pre-treatment measure.

The dependent variable is a post-treatment measure of level of anxiety.

The independent variable is the group.

Campbell and Stanley (1963) have noted that the pretest-posttest design has advantages and limitations as a research design. This research design controls for threats to internal validity. History, which refers to the passage of time and specific events occurring between the first and second measures, is controlled insofar as general historical events will produce the same effect on both groups. Maturation and testing should also be manifested equally in both groups, thus are also con-

trolled. If both the treatment and control groups are randomly assigned from the same pool then regression and selection are controlled. Instrumentation is controlled by the use of fixed instruments such as printed tests. There appear to be no threats to the internal validity of this design.

Limitations of the Study

This study was limited by the following factors:

1. The magnitude of the study. Due to the necessity to limit the size of the study only two hypothesis were tested.
2. The uniqueness of the study. Since the program offered has not been replicated and the results validated, generalizations from this study are limited.
3. The population of the study. Since the study was confined to self-identified undergraduate students results are generalizable only to the degree that other populations are similar.
4. The administration of treatment. The presentation of the treatment by the researcher provides a potential threat to the external validity of this study.

Campbell & Stanley (1963) have noted that "generalization always turns out to involve extrapolation into a realm not represented in one's sample" (p. 17). Generalizations based upon the findings of this study must take into account the limitations outlined.

Ethical Considerations

In accordance with the American Psychological Association's guidelines on ethical standards (1981) the following criteria were ensured:

1. Participants were informed of all aspects of the research.
2. Participants were informed that all sessions would be recorded on audio tapes and that the intern's supervisor would review all tapes.
3. Program applicants were informed that the program was experimental and that pre and post assessments were required.
4. Participants assigned to the control group were offered the program immediately following the termination date of the treatment group.

Definition of Terms

1. Test Anxiety: For the purpose of this study, test anxiety was defined as an emotional and cognitive state of the human organism, characterized by heightened physiological arousal and maladaptive or intrusive thinking. It was measured by the State-Trait Anxiety Inventory.
2. Heightened physiological arousal: For the purpose of this study heightened physiological arousal was defined as the subjective feelings of heightened autonomic reactions (Meichenbaum, 1972).
3. Maladaptive or Intrusive thinking: For the purpose of this study maladaptive or intrusive thinking was defined as task irrelevant behaviors which the individual is involved in self-evaluative, self-deprecatory thinking or thinking which interferes with concentration and other task relevant behaviors. (Wine, 1971; Horowitz and Becker, 1971).

Analysis of Results

An analysis of covariance was performed using the SPSS ANOVA computer program utilizing the classical experimental approach option. The expressed levels of A-State and A-Trait anxiety are presented in Table 1. The range of possible scores varies from a minimum score of twenty to a maximum score of eighty on both the A-State and A-Trait subscales. The A-State scale consists of twenty statements which require subjects to indicate how they feel at a particular moment in time. The A-Trait scale also consists of twenty statements, however, subjects are required to indicate how they generally feel.

Insert Table 2 here

Hypothesis 1 stated that there would be no significant difference between the treatment and control groups' level of A-State anxiety as measured by the STAI, Form X-1. An analysis of covariance for the posttest data using pretest data as a covariate indicated that a significant difference was observed, $F(1,8) = 12.74, p < .01$. This led to rejection of null Hypothesis 1 indicating a significant decrease in the levels of A-State anxiety as measured by the posttest controlling for pre-experimental covariates. Table 3 shows a summary analysis of this covariance.

Insert Table 3 here

Table 2

Pre and Post Scores on the STAI.

<u>Group</u>									
<u>Treatment</u>					<u>Control</u>				
	Pretest		Posttest			Pretest		Posttest	
Subject	X-1 ^a	X-2 ^b	X-1	X-2	Subject	X-1	X-2	X-1	X-2
1	46	48	30	43	1	37	41	41	36
2	23	33	24	28	2	37	45	40	59
3	37	44	30	37	3	26	42	34	38
4	28	32	29	29	4	43	35	53	41
5	43	39	20	23					
6	33	43	25	38					
7	29	42	28	34					

Note: Minimum Score = 20

STAI indicates the State-Trait Anxiety Inventory.

X-1^a refers to the STAI, A-State Subscale.

X-2^b refers to the STAI, A-Trait Subscale.

Table 3

Summary Analysis of Covariance for A-State
 Post-Test Data Using A-State
 Pre-Test Data as a Covariate

<u>Source of Variation</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Covariate:				
A-State pre-test	69.9	1	69.9	1.91
Groups	465.1	1	465.1 *	12.74*
Error	292.0	8	36.5	-
Total	826.9	10	82.7	-

* $p < .01$

Null Hypothesis 2 predicted no significant difference between the treatment and control groups' level of A-Trait Anxiety as measured by the STAI, Form X-2. An analysis of covariance for the A-Trait posttest data using pre-test data as a covariate indicated an observed significant difference, $F(1,8) = 5.46, p < .05$. Additionally, an examination of Table 4 shows a significant correlation between the covariate and the dependent measure, $F(1,8) = 6.70, p < .05$.

Insert Table here

An analysis of mean scores indicates a change in the mean scores for the treatment group on pre and post test measures. As shown in Table 5 the A-State scores decreased from the pre-treatment mean score of 34.1 to 28.0. The control groups' scores on pretest and posttest A-State measures increased from 35.7 to 42.0.

Insert Table 5 here

As well, Table 5 shows a change in the mean scores for the treatment group on the pre and post test measures. The A-Trait scores for the treatment group decreased from a pre-treatment mean score of 40.1 to a post-treatment mean test score of 33.1. The control group's scores on the pre-test A-Trait measures increased from a mean of 40.7 to a mean of 43.5.

Table 4

Summary Analysis of Covariance for
 A-Trait Post-test Data Using
 A-Trait Pre-test Data as
 a Covariate

<u>Source of Variation</u>	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>
Covariate:				
A-Trait pre-test	295.3	1	295.3	6.70*
Groups	240.9	1	240.9	5.46*
Error	352.7	8	44.1	-
Total	888.9	10	88.9	-

* $p < .05$

Table 5

Summary Data for Means, Means Adjusted for
Covariate, and Standard Deviations

	<u>Group</u>							
	<u>Treatment^a</u>				<u>Control^b</u>			
	<u>Pre-test</u>		<u>Post-test</u>		<u>Pre-test</u>		<u>Post-test</u>	
	X-1 ^c	X-2 ^d	X-1	X-2	X-1	X-2	X-1	X-2
\bar{X}	34.1	40.1	28.0	33.1	35.7	40.7	42.0	43.5
\bar{X} adjusted	- ^e	-	28.15	33.4	-	-	41.7	43.2
S.D.	8.3	5.9	4.8	6.9	7.1	4.2	8.0	10.5

^a N = 7

^b N = 4

^c X-1 refers to the STAI, A-State Subscale

^d X-2 refers to the STAI, A-Trait Subscale

^e Not applicable

Discussion of Findings

Analysis of the results have indicated that high test anxious university students decreased their levels of state and trait anxiety over a six week period. The cognitive learning group approach proved effective in aiding university students to significantly decrease their levels of test anxiety.

These findings were manifested in reported real life test situations by group participants. Group members verbalized a new found confidence in their ability to be sensitive to an increase in their levels of anxiety. Reports also indicated that awareness of these initial levels of anxiety led to overt and covert behaviors which tended to stimulate regulation of the undesirable behaviors.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Internship Conclusions

The internship undertaken at the Memorial University Counselling Centre proved to be a valued experience for the intern. Participation in a counselling internship contributed significantly toward the intern's personal confidence and sense of professional preparedness.

Active participation in a variety of counselling programs and activities accompanied by the implementation of various evaluation devices from supervisors and clients proved instrumental in the development of the intern's personal confidence and professional preparedness. These activities included a) career counselling, b) individual and group counselling, c) relaxation training, d) exposure to the various theories of counselling and psychotherapy, e) administration and interpretation of individual psychological tests, f) biofeedback training, g) and conducting a research study. All supervisory meetings and other evaluative feedback served to greatly enhance the intern's self confidence.

Recommendations

Participation in a counselling internship has enabled the intern to optimize the application of academic training to practical situations under supervised conditions. The intern

recommends that:

1. Those who are involved in counselling programs seriously consider the continuity in a counsellor preparation program provided by an internship.
2. Potential counsellors explore the positive aspects of an internship, in particular, to promote and develop competence and skill.
3. The important aspect of evaluation incorporates an effective and systematic means of providing constructive feedback to the intern which can contribute significantly to a potential counsellor's personal confidence and sense of professional preparedness.

In conclusion the intern recommends the implementation of the American Psychological Association's requirement of an internship for all potential counsellors.

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Appendix B

Individualized Career Counselling Strategy

Components of Individualized Career Counselling Strategy

1. The first component is designed to facilitate the client's sense of identity through the implementation of various self-awareness activities.
2. The second component is designed to facilitate the client's knowledge of career awareness and how this knowledge relates to self-awareness.
3. The third component is designed to facilitate the client's awareness of a decision making strategy.

Career Counselling Strategy

A basic assumption which this intern held throughout the internship was that individuals are self-directing and continuously involved in the decision-making process. Deciding upon choice of courses, place of residence, and choice of career are but a minute example of the various decisions which individuals make during the course of their university education. The strategy implemented by the intern in assisting students concerned with career choice was based upon decision making principles. Decision making is "a systematic process in which various data are utilized and analyzed according to explicit procedures and outcomes are evaluated in terms of desirability." Decision making combines the affective and cognitive demands so that there will be a balance of objective and subjective rewards (Tolbert, 1980, p. 31).

Choice of a career was viewed as internalizing the concept of career development. Tolbert (1980) defines a career as "the lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities, and trying out plans in part-time, recreational, and full-time work situations" (p. 31). Career counselling focused on planning and making decisions about occupations and education. The primary task of the intern during counselling relationships with individuals concerned with choice of a career was to assist the clients to integrate and apply their understanding of themselves and their particular situation so that the wisest and most appropriate decisions could be accomplished.

Heishenson and Roth conceptualize vocational development as a decision-making process in which the range of possibilities is narrowed and the strength of those that remain is increased (Tolbert, 1980, pp. 80-81). The career counseling technique employed by the intern included self-assessment, career exploration, and decision-making.

Self-Awareness

To be able to choose or change a career path wisely, an individual must have a clearly delineated sense of identity. Self-awareness activities that were used to help individuals develop this sense of identity included active listening, reflecting, exploring, confronting, and guided fantasies. The use of standardized tests and inventories such as the Strong-Campbell Interest Inventory, Holland's Self-Directed Search, and the Missouri Occupational Card Sort were also employed. Clients were also encouraged to seek feedback from family members and friends.

Career Exploration

Career exploration activities help individuals gain a better sense of the world of work and the options available to them. Clients were directed toward resources including the career resource library, the Dictionary of Occupational Titles, and the Canadian Classification and Dictionary of Occupations. Clients were also encouraged to interview people in various occupations which they might find interesting.

Decision Making

After gathering information about the self and the world of work, clients were assisted in assimilating the information, narrowing the alternatives, and moving closer to reaching decisions about their careers. Decision making principles were then instigated to assist clients analyze the collected data in relation to their goal-choice of a career. Clients were mobilized to analyze the possible consequences of each alternative and the likelihood of each consequence is predicted. The personal desirability of each consequence was then examined and a choice was made (Tolbert, 1980, p. 218).

Appendix C

Assertion Training Group

Components of Assertive Training Group

1. The first component is concerned with teaching clients the difference between non-assertion, assertion, aggression, and the types of assertion.
2. The second component is designed to help clients identify and accept their own personal rights and the rights of others.
3. The third component is designed to restructure existing cognitive obstacles to behaving assertively.
4. The fourth component is designed to facilitate assertive skills through active behavioral rehearsal methods.

Session I

1. Overview of group
 - confidentiality
 - expectancies
 - smoking
 - name tags
 - assertive philosophy (15 min)
2. Definitions
 - assertive behavior
 - non-assertive behavior
 - aggressive behavior (15 min)
3. Types of Assertion
 - basic assertion
 - empathic assertion
 - escalating assertion
 - repeated assertion (15 min)
4. Fill out "situation" portion of the log sheet.
Process.
5. Pass out Homework Assignment #1.
Pass out Assertiveness Training References.
Pass out Sample Log Sheet.

ASSERTION GROUP CONTRACT

I Agree

- to attend all scheduled sessions unless an emergency arises.
- to actively participate in the group.
- to keep a daily log of assertion-related incidents and do the homework assignments.
- to practice my assertive skills daily.

SIGNED: _____

DATE: _____

WITNESS: _____

ASSERTION CHEAT SHEET

When you do _____

The result is _____

I feel _____

I would prefer _____

ASSERTIVE PHILOSOPHY

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1. Each and every human being is entitled to dignity, respect and courtesy.
2. Human adjustment requires that you stand up for your rights.
3. By not standing up for your rights, you are encouraging the other person to continue treating you the same way by reinforcing his or her behavior.
4. If you don't exercise your rights, you cannot logically be resentful of people who do.
5. By not expressing yourself, you may be allowing things to build up inside which may result in an inappropriate and hurtful response later.
6. As stated by Jourard: being polite out of fear of being offensive and hiding one's discontent with the situation or the behavior of the other is a sure way of either destroying a relationship or of preventing one from really forming.
7. If you don't tell someone what you think, you deny them the opportunity to change.
8. Each person has a right to express themselves as long as the rights of others are not violated.

The general goals of this assertiveness training course are to help each person understand:

1. The differences between assertiveness, non-assertiveness, and aggression.
2. that present behavior is a product of learning; therefore it is possible to unlearn old behaviors and learn new ones.
3. one's legitimate human rights and how they operate in interpersonal relationships.
4. the rights and feelings of others.
5. how behavior may be contributing to an unsatisfactory relationship.
6. how one stops one's self from acting assertively.
7. how to express feelings in a direct, honest manner.
8. how assertive skills, both verbal and nonverbal, can be acquired through roleplaying, exercise and practice.
9. how to generate alternatives which will free one to choose how one would like to behave.

EXERCISES FOR ASSERTION TRAINING

Session 1

Introductory Exercise

- a. Ask members to pair-off with someone they do not know.
- b. Instruct dyads to discuss first, why they want to be in an assertion group. Second, what their secret fear is about being in the group. Third, how they hope to change as a result of being in the group.
- c. Ask group members to re-assemble as a large group.
- d. Ask partners to introduce each other.
- e. Process the experience. Discuss:
 1. Was anyone scared?
 2. How did you decide when to introduce your partner?
 3. Did you find yourself taking the initiative and approaching someone or waiting for someone to come to you?
 4. What influenced your decision to choose/accept this person as your partner?
 5. Is this how you normally act?

A COMPARISON OF NON ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR

	<u>Non-Assertive</u>	<u>Assertive</u>	<u>Aggressive</u>
Characteristics of the Behavior:	Does not express wants, ideas, and feelings, or expresses them in a self-depreciating way.	Expresses wants, ideas, and feelings in direct and appropriate ways.	Expresses wants, ideas, and feelings at the expense of others.
Your Feelings When You Act this Way:	Intent: to please Anxious, disappointed with yourself. Often angry and resentful later.	Intent: to communicate Confident, feel good about yourself at the time and later.	Intent: to dominate or humiliate Self-righteous, superior. Sometimes embarrassed later.
Other People's Feelings About Themselves When You Act This Way:	Culpy or Superior	Respected, Valued	Humiliated, Hurt
Other People's Feelings About You When You Act This Way:	Irritated, Pity, Disgusted	Usually Respect	Angry, Vengeful
Outcome:	Don't get what you want: Anger builds up.	Often get what you want	Often get what you want at the expense of others. Others feel justified at "getting even."
Pay-Off:	Avoids unpleasant situation, avoids conflict, tension, confrontation.	Feels good; respected by others. Improved self-confidence. Relationships are improved.	Wants anger, feels superior.

ASSERTIVE TRAINING

Summary of Communication Skills

	Non - Assertive	Assertive	Aggressive
I. VERBAL	<p>Apologetic words. Velled meanings. Hedging; failure to come to point Rambling; disconnected. At loss for words. Failure to say what you really mean. "I mean", "You know"</p>	<p>Statement of wants. Honest statement of feelings. Objective words. Direct statements, which say what you mean. "I" - messages.</p>	<p>"Loaded" words. Accusations. Descriptive, subjective term Imperious, superior words. "You" - messages.</p>
II. NON-VERBAL	<p>A. General Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.</p> <p>B. Specific 1. Voice Weak, hesitant, soft, sometimes wavering.</p> <p>2. Eyes Averted; downcast, teary, pleading.</p> <p>3. Other a. Stance Lean for support; twisted</p> <p>b. Posture Stooped, "shrunken"; sagging, excessive head nodding.</p> <p>c. Hands Fidgety, fluttery, clumsy</p> <p>d. Feet Shuffling, restless motions; tucked under chair; toed-in; swinging back and forth.</p>	<p>Attentive listening behavior. General assured manner, communicating caring and strength.</p> <p>Firm, warm, well-modulated, relaxed. Open, frank, direct. Eye-to-eye contact, but not staring. Well-balanced; straight-on; "at ease". Facing; erect; relaxed. Relaxed, warm, smooth motions Relaxed, comfortable position</p>	<p>Exaggerated show of strength Flippant, sarcastic style.</p> <p>Tense, shrill, loud, shaky, cold - "deadly quiet"; demanding, superior, authoritative. Expressionless, narrowed, cold; staring; not really "seeing" you. Hands on hips; feet apart. Stiff, rigid; rude, involve in-somebody-else's body- Clenched; abrupt gestures; finger-pointing; fist pounding cold. Tapping; firmly planted.</p>

BASIC ASSERTION

This is simply standing up for your rights, opinions, feelings, or wants. Honestly saying Yes or No is a Basic Assertion.

"I don't think older people should be discriminated against in hiring. I've had excellent experience with them."

"Thanks for helping out when I needed you."

Q. "Are you angry with me?" A. "Yes, I am."

Expressing wants and preferences in terms of Basic Assertion can be done through I Want Statements (i.e. "I want to do this," or "I want you to do this;")

You Can Begin With These Words

I want I'd like

I need I'm curious

I would prefer .. I'd appreciate

Would you please. I'm interested

"I do want to know what I did that made you angry but I don't want you to call me names."

"Excuse me, I'd like to finish what I was saying before we get to your objections." (or "I'd like to finish what I was saying and then I'd like to hear your objections.")

"Yes, I'd like to get together for dinner, but I don't want to go any place where I have to get dressed up."

"I'd like to see you more often, like a couple of times during the week. How does that feel to you?"

TOPIC: TYPES OF ASSERTION

EMPATHIC ASSERTION

This conveys your sensitivity and recognition of another person's feelings, wants, and/or viewpoints, followed by a statement in which you state your requests, feelings and/or viewpoints.

Assertion with empathy is often effective, because people are more likely to accept your assertion when they feel you have some understanding and respect for their position. It is especially valuable in situation where you tend to overreact in an aggressive way. If you take a moment to try to understand the other person's viewpoint before you react, you are less likely to respond aggressively. On the other hand, your expression of empathy must be sincere in order to be effective. People can usually spot insincere expressions of empathy, and they resent such attempts to manipulate.

The first part of your recognition statement does not mean sympathy or agreement, but rather simply shows that you see, hear, acknowledge, realize one or more of the following:

- her situation (i.e., pressure, troubles, lack of information)
- her wants (i.e., to do a good job, to do things his way)
- his beliefs (i.e., that he has been unfairly treated)
- his feelings (i.e., that he's irritated, upset, had a bad day)

The second part of your communication is your Basic Assertion and states your situation, request, beliefs, or feelings.

"I realize that you really want to get off work for the holidays and be with your family, and yet I'm running short handed and need you here."

"I guess you're feeling under pressure and would rather not talk about how you feel and yet I'd appreciate it if you would."

"I know you're in a hurry and anxious for those reports, but I won't be able to start them until I finish Mr. Jones' letters. That should take about an half hour."

Escalating Assertion

Frequently a simple statement of assertion made in a friendly manner will be effective. On the other hand, you'll sometimes have to deal with people who persist in violating your rights or ignoring your stated preferences. In such cases you can state your position with increasing firmness without becoming aggressive. You may move from a request to a demand, from a preference to an outright refusal, or from an Empathic Assertion to a firm Basic Assertion.

"I'd prefer not to say how much money I earn."

"I realize that other people may not mind saying their salaries but I don't want to say how much money I make."

"I must insist that we drop the subject."

Repeated Assertion

Frequently it is effective to simply restate your assertion. This can be done when the other person over-reacts to your statement or when she ignores it in some way. To prevent sounding like a broken record, it is important to respond to a legitimate point made by the other person and to avoid a "sing-song" or monotonous tone of voice.

LOG SHEET

NAME: _____

DATE: _____

SITUATION: _____

My response was: Non-assertive, assertive, aggressive.

How did I judge verbally and/or non-verbally that my behavior was non-assertive, assertive, or aggressive?

_____How I felt during the situation: _____

_____How I felt after the situation: _____

_____If I didn't feel good about my behavior what would I have liked to have changed?

SAMPLE LOG SHEETNAME: John Q.DATE: May 15

SITUATION: Last night when I was in Blackall I was required to ask a student to turn down his stereo. I went to his room, knocked and waited. When this resident came to the door I asked if he would please turn down his stereo since other students may be trying to study. He turned it down but not as low as I had hoped.

My response was: Non-assertive, assertive, aggressive.

How did I judge verbally and/or non-verbally that my behavior was non-assertive, assertive, or aggressive?

I short of requested (pleaded) rather than state my goal. I looked at the stereo rather than at the student.

How I felt during the situation: I felt nervous (breathing quickened, churning stomach), as well as embarrassed.

How I felt after the situation: I felt like going back in that room and kicking the stereo out the window.

If I didn't feel good about my behavior what would I have liked to have changed?

I would like for this guy to have turned his stereo down to an acceptable level which would not interfere with students who might be studying - therefore I would like to have not pleaded with him, looked at him, and stated my request.

LOG SHEET

NAME: _____

DATE: _____

SITUATION: _____

My response was: Non-assertive, assertive, aggressive.

How did I judge verbally and/or non-verbally that my behavior was non-assertive, assertive, or aggressive?

_____How I felt during the situation: _____

_____How I felt after the situation: _____

_____If I didn't feel good about my behavior what would I have liked to have changed?

HOMEWORK #1

1. During the week notice different ways in which you act assertively, non-assertively, and aggressively. Bring in three examples of these behaviors to the next session.
2. Identify your behaviors that you would like to change.

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Session 2

1. Collect logs and briefly discuss homework. (10 Min)
2. Brainstorm all personal rights -- have each person write down their own on a large piece of paper. Discuss limitations on rights and responsibilities that go along with rights. (30 min.)
3. Right to say no discussion. (15 min)
4. Yes - No Exercise. (10 min)
5. Compliments Exercise (20 min)
6. Homework and weekly logs (10 - 15 min)

RIGHTS

Introduction

All interpersonal behavior involves each person acting upon a certain belief system and method of action based upon that system. In order for us to act and react most effectively we must recognize our rights and the other person's rights in any given situation.

We all have some rights that are the same. These are the personal rights that we give to ourselves. There are other rights that are important only to special individuals. In either case, it is up to the individual to decide for him/herself what rights are pertinent for them.

Examples

Some of the most basic rights are:

- the right to express feelings and opinions while not violating another person's rights.
- the right to be tired.

an example of standing up for your rights and not violating someone else's is evident in an interaction with a roommate.

- "I would prefer that you pick up your part of the room."
- NOT "You are such a slob; you never do anything around here."

The second statement demeans the other individual where the first statement points out your feelings.

Discussion

Your behavior is based on your belief system and your rights. Do you have any particular rights that you feel other people violate? If you cannot think of your rights can you think of a particular situation where you usually feel that you have received the short end of the stick?

What are some of the situations? Some of the rights?

FACILITATOR - model - put up your favorite right. Have others follow. It is very important to be enthusiastic at this point.

Other rights - use as stimulus only if the group is not responding.

The RIGHT to:

- make errors
- be grouchy
- be alone
- to disagree
- be angry
- not to laugh at a joke
- not like relatives
- be single
- be sad
- ask someone to stop smoking

Source: Patricia Jakubowski, Responsible Assertiveness. Workshop presented to members of the Association of Newfoundland Psychologists, Newfoundland, June, 1981.

FIVE BASIC PERSONAL ASSERTIVE RIGHTS

1. We all have the right to respect from other people.
2. We all have the right to have needs and to have these needs (or preferences) be as important as other people's needs (or preferences). Moreover, we have the right to ask that other people respond to our preferences and to decide whether we will take care of other people's needs (or preferences).
3. We all have the right to have feelings -- and to express these feelings in ways which do not violate the dignity of other people (e.g., the right to feel tired, happy, depressed, sexy, angry, lonesome, silly).
4. We all have the right to decide whether we will meet other people's expectations or whether we will act in ways which fit us, as long as we act in ways which do not violate other people's rights.
5. We all have the right to form our own opinions and to express these opinions.

3. Discuss the right to say "no". (20 min)

- a. Do you have the right to say n? When? With whom? About what?
- b. How apologizing, making excuses, telling "little white lies" and feeling guilty apply to saying no?

Process the experience. Discuss:

1. How do you feel? What situation were most difficult?
2. How would you evaluate your saying no behavior?
3. Did you sound like you meant "no"?
4. Did you keep eye contact?
5. Did you make excuses? Tell little white lies? Apologize?

4. Yes-No Exercise

- a. Explain and demonstrate the exercise.
- b. Ask members to break into dyads. One member will play the role of the persuader who says only "yes you will." The other members will play the role of the refuser who will say "No, I won't." Have the people begin back to back -- then side by side and finally face to face. When they are face to face have both people put their hands against each other and press when they speak.

Notice! Eye contact and tone and loudness of voice should be the same. Walk from dyad to dyad commenting and making positive suggestions.

Process: Were you able to keep eye contact?
In what situations and with whom do you find yourself "giving in" instead of saying no?

5. Discuss giving and receiving compliments and how this applies to assertive behavior. Demonstrate various ways of responding to compliments, (discounting, giving it back, looking embarrassed, accepting.) Instruct groups members to use a few minutes to express positive feelings toward each other by focusing on giving and receiving compliments assertively. (20 min)

1. Have the group form a circle. One leader begins by turning to the person on his/her right and giving a sincere compliment. The other person responds assertively (thank you, I like it too, etc.) Go all the way around the circle. By this time everyone should be smiling!
2. FEEDBACK LOOP: Have each person respond to the way they liked the receiver's response (It made me feel good to see you smile when I gave you the compliment, etc.).

Homework #2

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1. Read the list of your rights - both as they relate to your job as an R.A. and personal rights every day. Add to the list if you think of other rights that you have during the week.
2. When, where, or with whom do you let your rights as an R.A. be violated most often?
3. Are you aware of the responsibilities that accompany your rights? List a few of these rights.
4. Give someone a sincere compliment every day this week, and when you receive a compliment, respond assertively.

1. Collect logs and briefly discuss homework.
2. Stoppers.
3. Rational Emotive Training - mini lecture.
 - a. Rational Emotive Principles
 - b. Learning Rational Self-Analysis
 - c. Cognitive Restructuring - handouts
process and discuss
4. Homework and contracts.

2. **Stoppers**

- a. Introduce and demonstrate the exercise.
- b. In groups of 4's, male and female, each person describes how he/she stops themselves from exercising their interpersonal rights. Have each group choose a spokesperson.
- c. Spokesperson for each group lists "stoppers" on a large sheet of paper.
- d. Process the experience. Discuss:
 1. Were you surprised to discover that you do know how you stopped yourself?
 2. How do you feel when you stop yourself?
 3. Is there any pattern or common threads on our lists of "stoppers"?
 4. Compare the list of "rights" with the list of "stoppers". Do you see any connections?

3. Rational Emotive Training - mini lecture.

Discuss homework - identified situations you want to work on? Good keep them in mind.

Lecture: Brief Introduction to Rational Emotive Principles.

How assertion arises from inaccurate or incorrect thinking, emotional and over reactions, and habits that have outlived their usefulness.

What we label our emotional reactions to situations are mainly due to unconscious evaluations and assumptions that were once conscious but have become so well ingrained that we act without thinking about them anymore - the phone rings and we pick it up without thinking that we have the choice to answer it or not.

To other real life situations we can have the same automatic response but come away feeling emotionally down or anxious because we have completed an interaction but we have not felt in control of our behavior during that interaction.

Begin at any point through here to talk about "Inaccurate Thinking, Excessive Anxiety, and Anger".

The Rational Emotive philosophy holds that - there is no legitimate reason for people to make themselves hysterical or overly agitated. It supports strong, appropriate expression of feelings - sorrow, joy, regret, anger.

Ellis believes that these self-defeating emotions are clues to inaccurate self-statements: guilt, rage, depression, worthlessness. This is a clue to the thinking that things should be different instead of "things would be better if they were different."

Make sure the light bulbs are on. Remember this may be their first introduction to Ellis.

Are there any questions? Make sure the group is with you before you continue.

Ellis ABC Theory

- a. activity
- b. what you believe or tell yourself
- c. consequence

'RET Lecture (continued)

Differences between inaccurate and rational ideas and laternatives

- ib - convince self that it would be unbearable - leads to anger
- rb - leads to frustration, irritation, and usually positive results these are from strong desires or preferences
- ib - ...depression, despair, and excessive guilt from "I must" and if I don't get ... it will be awful (or I'm awful) and I can't stand for it.

This affects the consequences in the following manner.
A person wants to interview for a job.

- a - the person seeks an interview because they want a job.
- ib - wouldn't it be horrible if I didn't get the job.
- ib - anxious, self-pitying, depressed - all combine to give a bad interview appearance and do nothing to get the person ready for the interview.
- a - job interview
- rb - it would really be unfortunate if I didn't get the job in order to minimize this happening I will need to prepare
- rb - calm and prepared for the interview

Additional information for challenging self-defeating thoughts:

1. Identify the flaw in the self-message. It is true 100% of the time? It is a catastrophe? Could I handle it?
2. What implications does this event have for me? Does it make me a bad or worthless person?
3. These challenges should not include:
 - rationalizations
 - pep talks
 - should statements

RATIONAL CHALLENGES ACCURATELY ASSESS A SITUATION AND REASONABLY RECOGNIZE POSSIBLE OUTCOMES AND ALTERNATIVES ! ! !

Source: Jakubowski, P., and Lange, A. The Assertion Option.
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TOPIC: INACCURATE THINKING, EXCESSIVE ANXIETY AND ANGER

Types of Inaccurate Thinking

What If/Awfulizing

(This is thinking of the worst possible outcomes and assuming that these will definitely occur and making no plans for how to take care of any negative outcomes)

Absolutizing

(Thinking in terms of inflexible, judgemental I must, they must, I should, they should, terms.)

Either or

Making the worst possible interpretations of self or others: either I am my ideal or I am its opposite.)

Jumping to Conclusions

(Using just one bit of information about another person, e.g., tone of voice, from which to make an unreasonable inference about the attitude, feelings, or intentions of another person.)

Ignoring Crucial Facts or Information

(Discounting the significance of other information, resources, options.)

Challenges

What's the worst thing that could happen?

How likely is that to happen?

How awful is that worst thing?

What makes that awful to me?

What is more likely to happen?

If the worst should happen, how can I take care of myself in this situation?

Change musts to coulds, want, prefer, it'd be better (i.e., I could have done that; it'd be better if he'd done that; I'd like them to do that; I want to do this.)

What's a third possibility? A fourth possibility? How likely are these?

What's the evidence that supports this conclusion?

What facts or information am I ignoring or failing to consider?

What's actually true about this situation? What is not true?

Source: Jakubowski, Patricia. Responsible Assertiveness. Workshop presented to members of the Association of Newfoundland Psychologists, Newfoundland, June, 1981.

RATIONAL SELF-ANALYSIS FORM

Description of a situation in which you'd be too angry or anxious to act assertively.

In the left hand column list your self-defeating thoughts. These are the thoughts that quickly pass through your mind when you are thinking about acting assertively which cause you to become anxious or angry. As you write each thought, think about what makes that thought so awful and write that down too. For example, If I speak up in a group, other people will think what I have to say sounds stupid-So that must mean that I'M STUPID.

Self-Defeating Thoughts

Challenges

1.

1.

2.

2.

3.

3.

4.

4.

NOW, go back and reading the self-defeating thought. Look at it in the cold light of logic. Ask yourself two questions: Is this really likely to happen? What do I know about myself, or other people, that tells me that this will not always happen? ALSO Even if this did happen, can I handle it? Don't I have alternate ways of responding? Does it really mean that I'm stupid, unlovable, that I'll always be alone?

Write down your challenges to your catastrophic expectations in the right hand column. Make your challenges in a form that you can substitute for the self-defeating thought. Use the back if you wish.

** Please recognize Albert Ellis as the originator of this process of rational self-analysis and Maxie Maultsby (Goodman & Maultsby, 1974) for the creation of this form.

Example

Situation: Student requests to borrow my personal book.
I'd like to refuse.

Self Defeating Thoughts

Challenges

1. Student will think I'm petty and that's bad because I can't stand to be thought of as petty.
2. Student will lose respect and/or liking for me.
3. I think it's petty. After all, I should want to help other people.

1. I actually don't know what student will think. He could even respect me. If he did think that, I was a bad person because of this, then I can survive. He's wrong in thinking that in refusing one book makes me a bad person. It doesn't!
2. Don't know what student will do. It's not a catastrophe that not everyone likes or admires me. I have survived before. If student so easily loses regard for me, maybe the student has a problem. I am a worthwhile person even if everyone doesn't love me. I don't have to be perfect in order to be accepted.
3. It's my right to decide how to utilize my property. I have a right to have my needs regarded, also. I do a lot of things to help students. I go out of my way lots of times. I don't have to do everything a student wants just to prove I'm okay and not petty.

Internal Obstacles to AssertionSocialization MessageHealthy Self Message

Think of others first; give to others even if you're hurting. Don't be selfish.

To be selfish means that a person nearly always places their preferences before those of other people. This is undesirable human behavior. However, all healthy people have needs and strive to fulfill these as much as possible. Your needs are as important as other people's. When there is a conflict over need satisfaction, compromise is often a useful way to handle the conflict.

Be modest and humble. Don't act superior to other people.

It is undesirable to build yourself up at the expense of another person. However, you have as much a right as other people to show your abilities and take pride in yourself. It is healthy to enjoy one's accomplishments.

Be understanding and overlook trivial irritations. Don't be a bitch or bastard and complain.

It is undesirable to deliverly nit pick. However, life made up of trivial incidents and it is normal to be occasionally irritated by seemingly small events. You have a right to your angry feelings, and you express them at the time they occur, your feelings won't build up and explode. It is important, however, to express your feelings assertly rather than aggressively.

Help other people. Don't be demanding.

It is undesirable to incessantly make demands on other. You have a right to ask someone else to change their behavior if their behavior affects your life in a concrete way. A request is not the same as demand. However, if your rights are being violated and being ignored, you have a right to make demands.

Be sensitive to other people's feelings. Never hurt other people.

It is undesirable to deliberately try to hurt other. However, it is impossible as well as undesirable to try to govern your life so as to never hurt anyone. You have a right to express your thoughts and feelings even if someone else's feelings get occasionally hurt. To do otherwise would result in your being phony and in denying other people an opportunity.

Internal Obstacles to Assertion
(cont.)

Socialization Message	Healthy Self Message
	unity to learn how to handle their own feelings. Remember that some people get hurt because they're unreasonably sensitive and others use their hurt to manipulate you. If you accidentally hurt someone else, you can generally repair the damage.

c: by Charles Thomas Company, Jakubowski, P. Assertion and the Clinical Problems of Women. In D. Carter and E. Rawlings (Eds.), Psychotherapy with Women. Springfield, Illinois: Thomas, in press.

Homework #3

1. Go through the a b c and Ia Ib Ic sequence for at least two real life situations. Find rational beliefs to replace the irrational self-statements.
2. Read more about rational - emotive principles if you are interested. Albert Ellis, A Guide to Rational Living.
3. Think where rational principles can be most effective for you and attempt to apply them.
4. Use the rational self-analysis form for 3 situations in your log during the week.

Session 4

1. Collect and return logs - briefly discuss homework.
2. Brainstorm verbal/non-verbal components of assertion and aggression.
3. Identification, discrimination exercise.
4. Role-playing the vignettes in the discrimination exercise.
5. Line up exercise.
6. Homework and weekly goal setting.

3. Identification and discrimination exercise.
As members entered the room group them into dyads. Ask that they think of a situation within which assertion or aggression is demonstrated.
4. Role play the Vignettes. Discuss the differences between assertion and aggression. Ask group to listen carefully to each response and assess whether the response is assertion or aggressive.
 - a. What about the verbal behavior did you perceive as aggressive or assertive?
 - b. What components of the non-verbal behavior did you perceive as aggressive or assertive?
 - c. What does it mean when someone is aggressive, assertive?
 - d. How do you see assertion differing from aggression?
 - e. How do you feel when you encounter an aggressive person?
5. Line up exercise.
The group divides into two groups. The first person in the line identifies a specific situation they want to work on (from homework/logs). Specify specific types of interaction such as refusing requests, asking someone to change their behavior, or responding to demeaning remarks.

The first person (a) steps off the line and faces the second person (b) and briefly describes the situation. They would act it out and stop after the interaction. The other people in the line would give positive specific behavioral feedback. Person (a) then adds anything else that they liked. Person (a) goes on down through (c) and (d) with the same process as above. Each person goes through the same process.

4 individuals - 3 interactions each time for a total of 12.

Table 1

Discrimination Test On Assertive, Aggressive, and Nonassertive Behavior

The following self-check Discrimination Test (Jakubowski, 1975) consists of 60 interpersonal situations. The responses to these situations are aggressive, assertive, or nonassertive. Twenty judges rated each of these responses, reaching 90 percent to 100 percent agreement on classifying each situation. Trainers should carefully read each situation and classify each response, as either assertive (+), aggressive (-), or nonassertive (N). The correct answers appear on a separate page. A sum of 90 percent correct would indicate a satisfactory understanding of these concepts. We highly recommend that those trainers who obtain less than 90 percent re-read this chapter and analyze each of their errors to ascertain where their misunderstanding occurred, for example, misconstruing escalated assertions as aggressions, etc.

Situation

Response

- | | |
|--|--|
| 1. Husband gets silent, instead of saying what's on his mind. You say, | I guess you are uncomfortable talking about what's bothering you. I think we can work it out if you tell me what's irritating you. |
| 2. A friend has asked you for the second time in a week to babysit for her child while she runs errands. You have no children of your own and respond, | You're taking advantage of me and I won't stand for it. It's your responsibility to look after your own child. |

Situation	Response
3. An attendant at a gas station you frequently stop at for gas neglected to replace your gas cap. You notice this and return to inquire about it and you say,	One of you guys here forgot to put my gas cap back on. I want it found now or you'll buy me a new one.
4. You'd like a raise and say,	Do you think that, ah, you could see your way clear to giving me a raise?
5. Someone asks for a ride home and it is inconvenient because you're late, have a few errands, and the drive will take you out of your way. You say,	I am pressed for time today and can take you to a convenient bus stop, but I won't be able to take you home.
6. Student enjoyed the teacher's class and says,	You make the material interesting. I like the way you teach the class.
7. Your husband promised you that he would talk to your daughter about her behavior at school. The promise has not been carried out. You say,	I thought we agreed last Tuesday that you would have a talk with Barb about her behavior at school. So far there's been no action on your part. I still think you should talk to her soon. I'd prefer sometime tonight.
8. A committee meeting is being established. The time is convenient for other people but not for you. The times are set when it will be next to impossible for you to attend regularly. When asked about the time, you say,	Well I guess it's OK. I'm not going to be able to attend very much but it fits everyone else's schedule.
9. In a conversation, a man suddenly says, "What do you women libbers want anyway?" The woman responds,	Fairness and equality.

Situation

Response

10. You've been talking for a while with a friend on the telephone. You would like to end the conversation and say,
I'm terribly sorry but my supper's burning, and I have to get off the phone. I hope you don't mind.
11. A married man persists in asking you out for a date, saying, "Come on honey, what harm can it do to go to lunch with me just this once?" You respond,
I like our relationship the way it is. I wouldn't feel comfortable with any kind of dating relationship - and that includes lunch.
12. At a meeting one person often interrupts you when you're speaking. You say,
Excuse me. I would like to finish my statement.
13. You are in a hard-sell camera store, and you have been pressured to purchase an item. You say,
Well, OK, I guess that's pretty much what I was looking for. Yes, I suppose I'll get it.
14. A blind person approaches and asks you to purchase some materials. You respond,
You people think that just because you're blind, people have to buy stuff from you. Well, I'm certainly not going to.
15. Teenager is asked to do laundry. As the child puts laundry in the washer, parent says,
Don't forget to balance the load. Make sure you push the right buttons. You just never do things right!
16. You have been pestered several times this week by a caller who has repeatedly tried to sell you magazines. The caller contacts you again with the same magazine proposition. You say,
This is the third time I've been disturbed and each time I've told you that I'm not interested in subscribing to any magazine. If you call again, I'll simply have to report this to the Better Business Bureau.

Situation

Response

17. Kids upstairs are making a lot of noise. You bang on the ceiling and yell,

Hey you! Knock off the noise! _____

18. An acquaintance has asked to borrow your car for the evening. You say,

I don't know... Well, it's not worth getting into a fuss about it. You can borrow it, but I should warn you that I've been having trouble with the brakes. _____

19. Wife tells husband she'd like to return to school. He doesn't want her to do this and says,

Why would you want to do that? You know you're not capable enough to handle the extra work load. _____

20. An employee makes a lot of mistakes in his work. You say,

You're a lazy and sloppy worker! _____

21. Husband expects dinner on table when he arrives home from work and gets angry when it is not there immediately. You say,

I know you are tired and hungry and would like to have dinner immediately, but I have been doing some sculpting which is important to me. I will have dinner ready soon. _____

22. You've taken a suit to the cleaners that you plan to wear for a coming special occasion. When you go to pick it up, you find that there's a hole in it. You say,

I planned to wear that tonight. Aren't you people responsible enough to do something about it. _____

23. You are having trouble writing a paper and don't know exactly what further information you need. You say,

I really must be dumb but I don't know where to begin on this paper. _____

24. Roommate about to leave for work tells you that a friend of his needs a ride that afternoon and he has volunteered your services. You say,

You've got your nerve committing me without asking first! There's no way I'm going to the airport today. Let him take a cab like everybody else does. _____

Situation	Response
25. A friend promised to come to a special party and then failed to show up. You call and after a few minutes of social conversation, you say,	I understood that you were coming to my party but you didn't come. I feel bad about not having you there.... What happened to you?
26. A good friend calls and tells you she desperately needs you to canvass the street for a charity. You don't want to do it and say,	Oh gee, Fran, I just know that Jerry will be mad at me if I say "yes," He says I'm always getting involved in too many things. You know how Jerry is about things like this.
27. You are at a meeting of seven men and one woman. At the beginning of the meeting, the chairman asks you to be the secretary. You respond,	No, I'm sick and tired of being the secretary just because I'm the only woman in the group.
28. You are team teaching but you're doing all the planning, teaching, interacting and evaluating students. You say,	We're supposed to be team teaching and yet I see that I am doing all the work. I'd like to talk about changing this.
29. The bus is crowded with high school students who are talking to their friends. You want to get off but no one pays attention when you say "Out please." Finally, you say,	What is the matter with you kids? I'm supposed to get off at the next corner!
30. Student comes late to class for the third time. Teacher responds,	When you're not here at the beginning of my lecture, I have to repeat parts of my lecture and that takes extra class time. I'm getting bothered by your tardiness.

Situation

Response

31. Man asks you for a date. You've dated him once before and you're not interested in dating him again. You respond, _____
Oh, I'm really so busy this week that I don't think I will have time to see you this Saturday night.
32. The local library calls and asks you to return a book which you never checked out. You respond, _____
What are you talking about? You people better get your records straight - I never had that book and don't you try to make me pay for it.
33. You are in a line at the store. Someone behind you has one item, and asks to get in front of you. You say, _____
I realize that you don't want to wait in line, but I was here first and I really would like to get out of here.
34. Parent is talking with a married child on the telephone and would like the child to come for a visit. When the child politely refuses, the parent says, _____
You're never available when I need you. All you ever think about is yourself.
35. Employer sends a memorandum stating that there should be no more toll business calls made without first getting prior permission. One employee responds, _____
You're taking away my professional judgement. It's insulting to me.
36. Your husband expects dinner on the table when he arrives home from work and gets angry when it is not there immediately. You respond, _____
I feel awful about dinner. I know you're tired and hungry... it's all my fault. I'm just a terrible wife.

Situation	Response
37. Plans to vacation together are abruptly changed by friend and reported to you on the phone. You respond,	Wow, this has really taken me by surprise. I'd like to call you back after I've had some time to digest what's happened.
38. Parent is reprimanding the children when they haven't cleaned up their room and says,	You've got to be the worst kids in the whole city! If I had known parenthood was going to be like this, I would never have had any kids at all!
39. Your roommate habitually leaves the room a mess. You say,	You're a mess and our room is a mess.
40. Your husband wants to watch a football game on TV. There is something else that you'd like to watch. You say,	Well, ah, honey, go ahead and watch the game. I guess I could do some ironing.
41. Parent is annoyed that school counsellor has not done anything about son's conflict with a teacher. Parent says,	I have asked the school to investigate the situation in my son's classroom and it concerns me that nothing has been done. I must insist that this situation be looked into.
42. Supervisor has just berated you for your work. You respond,	I think some of your criticisms are true, but I would have liked your being less personal about telling me about my shortcomings.
43. Your ten-year-old child has interrupted you three times with something that is not urgent. You've assertively asked her not to interrupt you. The child has now again interrupted you. You say,	I can't listen to you and talk on the phone at the same time. I'll be on the phone a few more minutes and then we'll talk.

Situation

Response

44. It is your turn to clean the apartment, which you have neglected to do several times in the last month. In a very calm tone of voice your roommate asks you to clean up the apartment. You say,

Would you get off my back! _____

45. You're the only woman in a group of men and you're asked to be the secretary of the meeting. You respond,

I'm willing to do my share and take the notes this time. In future meetings, I'd like us to share the load. _____

46. A fellow teacher always tries to get out of doing his turn of team teaching and asks you again to take his turn. You say,

Well... I guess that'd be OK even if I do have a splitting headache. _____

47. An acquaintance has asked to borrow your car for the evening. You say,

Are you crazy! I don't lend my car to anyone. _____

48. Loud stereo upstairs is disturbing you. You telephone and say,

Hello, I live downstairs. Your stereo is loud and is bothering me. Would you please turn it down. _____

49. You have set aside 4:00 to 5:00 for things you want or need to do. Someone asks to see you at that time. You say,

Well, uh, I can see you at that time. It's 4:00 Monday then. Are you sure that's a good time for you? _____

50. Wife gets silent instead of saying what's on her mind. You say,

Here it comes. The big silent treatment. Would it kill you to spit it out just once? _____

51. Husband has criticized your appearance in front of your friends. You say,

I really feel hurt when you criticize my appearance in front of other people. If you have something to say, please bring it up at home before we leave. _____

Situation

Response

52. A friend often borrows small amounts of money and does not return it unless asked. She again asks for a small loan which you'd rather not give her. You say, _____
53. A neighbor has been constantly borrowing your vacuum sweeper. The last time, she broke it. When she asked for it again, you reply. _____
54. A woman is being interviewed for a job, in the process of which the interviewer looks at her leeringly and says, "You certainly look like you have all the qualifications for the job." She responds, _____
55. Your mate wants to go out for a late night snack. You're too tired to go out and say, _____
56. You're walking to the copy machine when a fellow employee, who always asks you to do his copying, asks you where you're going. You respond, _____
57. Parent is talking with a married child on the telephone and would like child to come for a visit. The parent says, _____
- I only have enough money to pay for my own lunch today. _____
- I'm sorry, but I don't want to loan my sweeper anymore. The last time I loaned it to you it was returned broken. _____
- I'm sure I am quite capable of doing the work here. _____
- I really don't feel like going out tonight. I'm too tired. But I'll go with you and watch you eat. _____
- I'm going to the Celtics ball game...Where does it look like I'm going? _____
- I had a funny dream last night. I dreamt that the grandchildren came to visit me. _____

Situation

Response

58. Your best friend has recently divorced. She confides that she is currently sleeping with several men and is not happy with this situation. She says that she's not sure how to handle it. You respond,

Well, I guess it's true about what they say about divorcees being an easy mark.

59. Each night your roommate consistently slams the bathroom and bedroom doors, either keeping you awake or even if you're not sleeping, annoying you. You say,

Please don't slam the doors — it's annoying to hear that late in the night. It wakes me up and I can't get back to sleep.

60. You are asked to serve on a committee. You respond,

I'm sorry. I'm not available to serve on that committee.

Source: Lange, A.J., & Jakubowski, P. Responsible Assertive Behavior. Champaign, Ill.: Research Press, 1979.

Key for Discrimination Test

1.	+	31.	N
2.	-	32.	-
3.	-	33.	+
4.	N	34.	-
5.	+	35.	-
6.	+	36.	N
7.	+	37.	+
8.	N	38.	-
9.	+	39.	-
10.	N	40.	N
11.	+	41.	+
12.	+	42.	+
13.	N	43.	+
14.	-	44.	-
15.	-	45.	+
16.	+	46.	N
17.	-	47.	-
18.	N	48.	+
19.	-	49.	N
20.	-	50.	-
21.	+	51.	+
22.	-	52.	N
23.	N	53.	+
24.	-	54.	+
25.	+	55.	N
26.	N	56.	-
27.	-	57.	N
28.	+	58.	-
29.	-	59.	+
30.	+	60.	+

Homework #4^a

1. Stand in front of a mirror and talk aggressively to yourself. How do you look? What does it feel like? Use both the verbal and non-verbal components of aggression to get the "feel" of the behavior.
2. Think about aggressive people you know. Do they seem powerful? Is their power real or illusionary? Would you like to be like them?
3. Think of what it would be like to be assertive. Stand in front of the mirror and have the same conversation as in #1 but now act assertively. How does it feel? How is it different from the feeling that you got when you were acting aggressive? How does it look?
4. If you see someone behaving aggressively, observe the verbal and non-verbal components. How does that person look? How does the other person look? How does the person sound? Relate this to number 2.

1. Collect and return logs and discrimination exercise - briefly discuss homework. (10 min)
2. Complete the line up exercise with members who have not experienced the feedback. (60 min)
3. Ask group members to give one positive statement about themselves. Facilitators demonstrate. Discuss anti-anxiety thoughts, positive self-statements. (Cognitive - restructuring) (10 + 20 min)
4. Dealing with persistent people exercise. (30 min)
5. Homework and weekly goal setting. (10 min)

Session 5

4. Dealing with persistent persons--an extension of redefining behavior. Have the group identify a situation where they are still experiencing problems, i.e., parents, boss. Ask the group to review what they've learned in dealing with the situation.

Possibilities

1. Move from basic assertion to confrontation.
2. Shift from the request (content) to what the person is doing (process) and how you feel about it.
3. Request that the other person change their behavior.
4. Redefine what you are willing to do in response to the other person.

Homework # 5Requests

1. Make three reasonable requests that are somewhat difficult for you. Assess in your logs what you liked or disliked about your response.
2. Every day restate any personal rights that you may have been avoiding that you now feel that you are ready to act upon.
3. Assertively refuse any requests that you would like to turn down.

Explanations

4. Observe yourself when you are being assertive to check on your tendency to explain yourself. Who do you give long explanations to? Are they really necessary and do people really listen to them?
5. Think of any situations that you are still having problems with and bring it in to work on.

Session VI

1. Collect and return logs and briefly discuss the homework exercise. (15 min.)
2. Discuss the differences between assertion and aggression. (20 min.)
3. Assertion-Aggression Discrimination Exercise. (20 min.)
4. Gift of words exercise. (10 min.)
5. Completion of leader evaluation form. (10 min.)

Session VI

2. Assertion - Aggression Differences - Use the following questions:

- a. How do you see assertion differing from aggression?
- b. What does it mean when someone is aggressive.
- c. How do you tell whether your behavior is assertive or aggressive?

3. Assertion - Aggression Discrimination Exercise.

- a. Play assertion-aggression discrimination audio tape. Ask group to listen carefully to each response and assess whether the response is assertive or aggressive. Debate disagreements. If a response is aggressive, ask how the same idea can be communicated in an assertive manner.
- b. What is the relationship between aggression and non-assertion. Ask the group to brainstorm the verbal and non-verbal components of assertion. Write these on a large sheet of paper and process.

4. Gift of Words Exercise

- a. Allow each member time to reflect on the strengths and weaknesses of the assertion training program. Ask each member to verbalize these cognitions.
- b. Ask each member to verbalize what they have learned or like about the person to their immediate left. This should be something to give that person strength when the group terminates.

Session VI - Handout

Anger and Assertion

Anger is an essential part of human existence and everyone gets angry at some time or another. It is a form of communication that is very basic. It can be done non-assertively, i.e. martyrdom, aggressively, punching someone out, or putting someone down verbally, or assertively, honestly expressing the fact that you are angry and stating why.

Assertive anger is good for several reasons. The situations are dealt with when they occur and innocent bystanders don't get abused. Remember that rights also entail responsibilities not to step on other's rights.

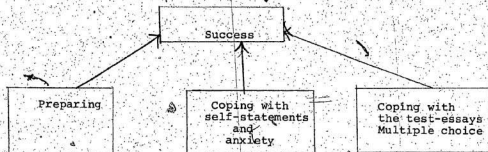
Source: Hurley, G. Personal notes and communication, June, 1981.

Appendix D

Test Anxiety Program

) Components of the Test Anxiety Program

1. The first component is concerned with assisting students conceptualize the presenting problem in terms of maladaptive cognitive responses and physiological arousal.
2. The second component is designed to facilitate the client's self modification of the maladaptive cognitive responses and physiological arousal.
3. The third component is designed to facilitate the client's awareness of a study skills strategy.



Session 1

1. Group warm up.
Break into dyads, discuss why here, expectations. (5 min)
2. Exploration of thoughts, feelings, and behaviors which the members experienced during the pre-assessment announcement. (10 min)
 - a. How did you feel when you became aware that you would be involved in an assessment procedure?
 - b. Did you notice any physical reactions at that time? butterflies, sweating hands, etc.
 - c. What self-statements did you make when the announcement was made?
3. Exploration of thoughts, feelings, and behaviors which the participants experienced during the actual pre-assessment. (10 min)

Process a), b), c) above.
also Discuss the difficulty of attending to the task.

4. Generate a list of common feelings, statements and behaviors. (10 min)
5. Explore the range of situations in which the members have the same or similar experiences. (15 min)

What about these do you feel is the cause of your anxiety?"
6. Introduction to Relaxation Technique (Passive). (15 min)

Process: a) How did this experience feel?
b) What did you say to yourself as you experienced those feelings?
c) Discuss notion of relaxation inhibiting tenseness.

7. Self - Verbalizations (15 min)

Hand out the list of self verbalizations,
have members complete the exercise.

- a) Process: How did you feel during the exercise?
- b) Which component could you identify with most?
- c) Extract common observations.

How might these self verbalizations influence behavior, especially in evaluative situations?

8. Mini-Lecture: Intrusion of negative self statements and irrelevant thoughts interfere with the task to be completed. (15 min.)

a) Stimulus -- Cognitive -- Behavior

b) Self Fulfilling Prophecy

Examples: (i) Very Good competition- we can't beat this team - no effort

(ii) Test taking

(iii) Dating

9. Homework (5 min.)

a) Practice the relaxation technique daily

b) Keep a third ear to your body and self-verbalizations.

LIST OF SELF VERBALIZATIONS

The list below contains some common thoughts and worries which many test anxious people have. Check those which you can identify with most. Feel free to add statements which more accurately reflect what usually goes on in your head.

A. Worry About Performance.

- ☐ I should have studied more...I'll never get through
- ☐ I just want to finish and get out of here and hope for the best
- ☐ I don't know anything...what's the matter with me
- ☐ My mind's a blank...I'll never get the answer...I must really be stupid
- ☐ I can't figure out what he wants...no way I'll do well on this test
- ☐ I can't remember a thing...this always happens to me...I never do well on anything
- ☐ Only 10 minutes left...there's so many questions...I'll never get through everything
- ☐ I just can't think...why did I ever take this course
- ☐ It's no use...might as well give up
- ☐ I knew this stuff yesterday...what's wrong with me
- ☐ My mind's a blank...I'm just not cut out for this
- ☐ I have to get an A...smart people always get A's
- ☐ This is terrible, absolutely the worse test I've ever had
- ☐ I'm just a no good, terrible, worthless person

B. Worry About Bodily Reactions.

- ☐ I'm sick...I'll never get through
- ☐ I'm sweating all over...it's really hot in here
- ☐ My hands are shaking again...can't even hold the lousy pen

- ___ My stomach's going crazy...churning and jumpy all over
- ___ Here it comes...I'm getting really tense again...normal people just don't get like this

C. Worry About How Others Are Doing.

- ___ I know everyone's doing better than I am
- ___ I must be the dumbest one in the class
- ___ I'm going to be the last one done again...I must really be stupid
- ___ No one else seems to be having trouble...am I the only one

D. Worry About Possible Negative Consequences.

- If I fail this test, I'll
- ___ flunk the course
 - ___ be kicked out of school
 - ___ never get into graduate school
 - ___ have to get A's on the midterm and final
 - ___ have to go to summer school
 - ___ never get a good grade
 - ___ never graduate on time
 - ___ never get the kind of job I want
 - ___ If I fail this test, my family (or friends, boyfriend/girlfriend, teacher, etc) will really be disappointed in me...I'll never be able to face them again.
 - ___ If I fail, everyone will think I'm stupid...I'll really be embarrassed. Everyone will think I'm no good and not cut out for college.

Source: Meichenbaum, D.H. Cognitive modification of test anxious college students. Journal of Consulting and Clinical Psychology, 1972, 39, 370-380.

1. Discuss homework.

- a) - Extent to which the members were able to practice daily; if trouble in keeping a daily routine is evidenced, discuss as a group and generate some strategies for dealing with the particular situation.
- b) - Check to determine the extent to which group members were able to attend to their body cues (physical tenseness), and self-statements.
- c) - What sort of self statements did you notice? (15)

2. Passive relaxation

- a) - How were the feelings experienced today similar to those experienced during self-administered relaxation?
- b) - How did they differ? (10)

3. Have the group break into dyads, discuss a situation wherein a desired behavior was not obtained.

- a) - What self statements did you make?
- b) - How did these self statements interfere with your ability to attend to the task?
- c) - How did you feel during this situation? (10)

4. Process the dyad experience within the group.

- a) - Focus upon the relationship of the self-fulfilling prophecy and negative (positive) self statements.
- b) - Explore the belief that behavior is contingent upon cognitions. (15)

5. Anxiety. The following points will be discussed:

- a) - Effects of high levels of anxiety in test taking situations.
- b) - Effects of negative self-statements upon anxiety. (task irrelevant activities).
- c) - Physiological manifestations of anxiety. (15)

6. Treatment Rational

Can you think of a test that you bombed once?

What are some of the reasons which can explain why that occurred?

- a) - tense, nervous, overcome by the entire experience.
 - i/ learning to relax.
- b) - Unable to attend the task due to the physiological arousal.
 - ii/ learning to control physiological arousal.
- c) - Not thinking about the test, unable to concentrate, always watching the clock, watching others, thinking how others are doing.
 - iii/ learning to modify thinking processes and attention to task.

(Cont'd.)

6. Treatment Rational (Continued)

d) - Poor time management, eg. ran out of time, didn't read directions, didn't know what the questions were asking.

iv/ Learning to develop a strategy for test taking. (30)

7. Homework.

a) - Practice relaxation at home daily.

b) - Attend to self statements throughout the day.

c) - Implement the relaxation technique during anxiety producing situations.

(15)

Session III

Discuss homework (10 min)

Check to see how passive relaxation is working for group members.

Explore the awareness of self-statements.

1. Introduce the concept of coping strategies (10 min)

a) relaxation technique is a coping strategy to assist the client control his physiological arousal. Use of body cues.

b) Positive coping self-statements.

What are they - ways to restructure thinking away from (20 min) task irrelevant to task relevant activities. Coping self-statements are best viewed as dealing with four stages of an anxiety producing situation.

- i) preparing for the stressor
- ii) confronting or handling a stressor
- iii) coping with feelings of being overwhelmed
- iv) reinforcing oneself

c) Generate examples - Have the group generate examples of self-statements which could be used for coping during each stage. (10 min)

d) Rehearsing coping skills (3 - 4 situations) (15 min)
Encourage group members to offer situations which resulted in high levels of anxiety. Have the clients "generate" coping statements for each stage.

Process each rehearsal

What statements were appropriate for each stage?

How did you feel during this situation?

Did the participant sound confident?

What body cues was the participant aware of?

What did you say to yourself before you started the task?

e) Coping Statement handout. (5 min)

f) Rational Self Analysis Form and Example.

2. Passive Relaxation - Introduction - "To experience how well you have internalized the procedure" (10 min)

Ask for a volunteer to implement the relaxation procedure with the group.

Process: a) How did you feel during this situation?

b) What coping strategy did you use to help you deal effectively with the situation?

c) How did each individual react to the initial explanation of this rehearsal?

Examples of Coping Self-Statements

Preparing for a Stressor

What is it you have to do?
 You can develop a plan to deal with it.
 Just think about what you can do about it. That's
 better than getting anxious.
 No negative self-statements; just think rationally.
 Don't worry; worry won't help anything.
 Maybe what you think is anxiety is eagerness to confront
 the stressor.

Confronting and Handling a Stressor

Just "psych" yourself up - you can meet this challenge.
 You can convince yourself to do it. You can reason your
 fear away.
 One step at a time; you can handle the situation.
 Don't think about fear; just think about what you have
 to do. Stay relevant.
 This anxiety is what the doctor said you would feel.
 It's a reminder to use your coping exercises.
 This tenseness can be an ally; a cue to cope.
 Relax; you're in control. Take a slow deep breath.
 Ah, good.

Coping with the Feeling of Being Overwhelmed

When fear comes, just pause.
 Keep the focus on the present; what is it you have to do?
 You should expect your fear to rise.
 Don't try to eliminate fear totally; just keep it manageable.

Reinforcing Self-Statements

It worked; you did it
 Wait until you tell your therapist (or group) about this.
 It wasn't as bad as you expected.
 You made more out of your fear than it was worth.
 Your damn ideas - that's the problem. When you control
 them, you control your fear.
 It's getting better each time you use the procedures.
 You can be pleased with the progress you're making.
 You did it!

Source: Meichenbaum, D.H. Self Instructional Methods (Report
 No. 47). Waterloo: University of Waterloo, Department of
 Psychology, May, 1974.

Coping With Feelings

Anger

Anxiety

Preparing for the Confrontation

What do I have to do?
This is going to upset me, but I
know how to deal with it.
There won't be any need for an
argument.

Try not to take this too
seriously.

Relax - take a deep breath
Easy does it. Remember to keep
your sense of humor.

What do I have to do?
This is going to upset me, but I
know how to deal with it.
Just think about what you have to
say. That's better than getting
anxious.
No cutting yourself down; just
think rationally.
Relax - take a deep breath.
Stop worrying; you can do it.

Coping When Feelings Start to Build

My muscles are starting to
feel tight. It's time
to relax and slow down.

My anger is a signal of
what I need to do.
Breathe - you don't have
to win to be OK.

Let's take the issue point
by point.

Let's try a cooperative
approach. Maybe we are
both right.

Negatives lead to more
negative. Work
constructively.

He'd probably like me to
get really angry. Well,
I'm going to disappoint him.

My muscles are starting to feel
tight. Time to relax.

My anxiety is a signal of what
I need to do. Breathe - you
don't have to be perfect to be
OK.

You can meet this challenge.

One step at a time; you can handle
the situation.

Don't think about fear; just
think about what you have to
do. Stay relevant.

Relax; you're in control. Take
a slow, deep breath.

Coping When Feelings Start to Overwhelm

As long as I keep my cool,
I'm in control.

You can expect your fear to rise.
That's OK.

Coping With Feelings (Continued)

Anger

Think of what you want to get out of this.
You don't need to prove yourself.

Don't make more out of this than you have to.
There's no need to doubt myself. What he says doesn't matter.

Look for the positives.
Don't assume the worst or jump to conclusions.

Anxiety

When fear comes, just think of what you want to say.
Label your fear from 0 to 10 and watch it rise. I'm at 7 and I need to take a deep breath.
It's OK to be afraid; you can handle it.
Keep the focus on the present; what do you have to do? Take a deep breath.
I can handle this; just get the tension down a little bit.

Coping When It's All Over

These are difficult situations and they take time to straighten out.
Don't take it personally.

That wasn't as hard as I thought.
I'm doing better at this all the time!
I can be please with the progress I'm making!

You didn't get what you wanted; that's OK. You tried and that's all that counts.
You did the right thing for yourself even if the other person is a little angry. It's not your fault.
That wasn't as hard as I thought.
I'm doing better at this all the time!
I can be please with the progress I'm making!

Source: Donald Meichenbaum, Cognitive Behavior Modification: An Integrated Approach. New York: Plenum Press, 1977.

- d) Identify self - statements, if negative generate alternative coping statements?

Homework Assignment (10 min)

- a. Practice relaxation at home and in stressful situations.
- b. Attend to self statements and generate alternative coping strategies, and statements where these self statements are negative self defeating.
- c. Implement the coping strategies in a variety of situations such as in class, while studying, writing papers, or any other anxiety producing situations.
- d. Complete two rational self-analysis forms.

Rational Self-Analysis Form

Description of a situation in which you'd be too anxious to behave as you would like.

In the left hand column list your self-defeating thoughts. These are the thoughts that quickly pass through your mind when you are in situations which cause you to become anxious.

Self-Defeating Thoughts

Challenges - Positive Statements

1.
2.
3.
4.

1.
2.
3.
4.

Now, go back and read the self-defeating thought. Look at it in the cold light of logic. Ask yourself two questions: a) Is this really likely to happen? What do I know about myself that tells me that this will not always happen. b) Even if this did happen, can I handle it?

Write down your challenges to your self-defeating expectations in the right hand column. Make your challenges in a form that you can substitute for the self-defeating thought. Use the back if you wish.

****Please recognize Albert Ellis as the originator of this process of rational self-analysis and Maxie Maultsby (Goodman & Maultsby, 1974) for the creation of this form.**

Example Rational Self Analysis

Situation: 20% test tomorrow; usually I am so nervous that I am unable to study.

Self Defeating Thoughts

1. I'll never get this material covered tonight
2. If I flunk the test I will probably fail the course
3. If I don't do well, the professor will think that I must be stupid.

Challenges

1. I actually don't know if that is true. I have studied a lot of material before and did O.K. How else would I get to university.
2. It is only worth 20%, and if I do study I will do O.K. and not loose the entire mark. Besides there is still 80% of the course left.
3. I have survived before; I am not perfect nor am I stupid.

Session IV

Discuss homework

- a) Explore the group's progress with generating positive self-statements.
- b) How did these statements assist the members attend to the task (behavior) to be completed?
- c) How effective was implementing the coping strategies during an anxiety producing situation.
- d) Collect Rational Self Analysis Form. (10)

Session 4

Knowledge and Anchors

1. How the group write down countries which they remember.

- Process:
- a) How did you remember these countries? by countries, continents, hemisphere's? etc.
 - b) How did you write the countries down? as a list? or under some categories?
 - c) How did you feel? (3)

Implement the exercise a second time: Write down the countries you can remember within each continent?

- Process:
- a) Were you able to remember more countries?
 - b) What might be the reason(s) for remember more?
 - c) How did you feel this time? (3)

2. Mini - lecture:

Short term memory - The brain is able to actively manipulate "7" items + 2 at any given time. It is very useful if we "define" each item clearly.

E.g.: 1 = one item of information
222 = one item of information

England, France, Germany, = 3 items
Europe
England, France, Germany, = 1 item

(Continued)

The vast majority of information that we have access to (in our brain) is stored in our Long Term Memory. To remember that information it is necessary that we rehearse that material and code it, (establish a meaningful structure for the material).

One method which we will employ to assist in retrieving information from the LTM is chunking. This will assist us to process information from STM to LTM.

Example of chunking: 7097378874

A.

B

709-737-8874

How will the chunking process help us?

E.C.: Items 7 ± 2

In A. there are 10 items to remember
In B. there are 3 items to remember

Chunking enables us to establish a meaningful structure for the information we wish to process. By remembering the structure we will remember the information.

(10)

3. Divide group into groups of 3.

Organize what you have learned about what causes test anxiety.

Process: a) How did each group organize that information?

b) What information was omitted? Why was it omitted? (15)

4. Reorganize that knowledge on a large sheet of paper.

a) Does this differ from how the groups organized their information?

How?

b) Note chunks of information.

c) Note structure of information.

d) Analogy of a spider's web.

(5)

5. Emphasize the concept of organizing knowledge into manageable units.

- helps us to better manage that information.

- effective way to organize is to build organized units.

(5)

6. Passive Relaxation:

*

- following relaxation re-organize the knowledge from number 4.

Emphasize this as a mnemonic device.

(2)

anchors; - establishing a base from which to develop a web "network" of knowledge. This technique can help you organize your notes on paper so that for future use you have easy reference notes to review.

Two types of anchors (brief discussion) :

- acquisition - used to acquire information
- writing - used to disseminate that information to the reader.

(5)

8. Discuss the common features of all anchors.

- a) focus: defines the boundaries of the topic.
- b) perspective: angle from which you direct your attention on the focus: highlights certain features.
- c) purpose: a statement of what you want to do in approaching a given focus from a certain perspective.
- d) line of development: are central characteristics of the focus from which a given perspective highlights.

(10)

9. Establish an anchor for a broad topic in Govt. of Nfld., Canada, NHL, Psych. etc. (Generate from group - on large sheet of paper) (10)

10. Break into groups of "3" - establish a base anchor for the "Five Niles"

Process: a) How did you determine the focus, purpose, lines of development, and perspective?

- b) How does organizing this information assist you to better understand what the Five Niles is all about? (15)

Source of Study Skills Strategy: Garland, J.C., & Green, G. Learning Strategy System. Paper presented at the Learning Strategy System Workshop, St. John's, April, 1981.

11. Homework

- A) Practice the relaxation daily
- B) Continue to generate positive self-statements.
- C) Implement the coping strategies during anxiety producing situations
- D) Form an anchor for the relaxation technique.

(3)

Focus is the central point of attention from which all other ideas derive. Although the focus can be almost anything, think of it like the subject of a sentence. The rest of the sentence just modifies your idea of the subject.

The focus can be narrowed or broadened by simply qualifying it. For example, suppose the focus for one of your essays is poetry. To narrow the focus, you might substitute sonnet or the works of a particular poet or just a few of the works of a particular poet. To broaden the focus, you might substitute literature or still more broadly, writing in general.

The focus defines the boundaries of the subject. For this reason, if it is to guide you or guide your reader, it must be as specific as possible. For example, suppose you wrote about professional hockey, but stated your subject as professional sport. In this case, your subject would lead the reader to expect you to consider what is common to all professional sports, not just hockey. Similarly, if you wanted to write about hockey, but used professional sport as a focus, your focus would lack the specificity which would guide your thoughts on the topic.

Perspective is the angle or slant from which you direct your attention onto some focus, subject, or topic. Any focus can be approached in an infinite number of ways. For that reason, it is by itself a poor guide both for you as a writer and for your expected readers. Perspective guides your attention by highlighting certain features of the focus and not others.

Suppose the focus was you. If you looked at yourself from the perspective of Superman or Wonder Woman, it would stress certain personal characteristics rather than others. If you looked at yourself from the perspective of Billy Graham, it would highlight another set of characteristics. If you looked at yourself from the perspective of Mick Jagger, it would highlight another, and so on. Any person you can name could be used as a perspective and would highlight a somewhat different set of personal characteristics. The perspective controls your attention and ideas by directing to some features of the subject rather than others. It is the most important step in writing. Like the focus, a perspective can be narrowed or broadened by simply qualifying it.

Lines of Development are the central characteristics of the focus which a given perspective highlights. They constitute the bulk of the essay, the points you will cover and elaborate. It is important to practice taking different perspectives on a focus to see where they lead, to see how different ideas would be developed. Only through practice will you become comfortable with these ideas and competent. ✓

Purpose in writing is a statement of what you want to do in approaching a given focus from a certain perspective. For example, you might want to explain, describe, analyze, synthesize,

criticize, discuss, evaluate, argue, propose, report, and the like. Most people have little sense of the difference between these purposes in writing. They all more or less mean to write about something and consequently are worthless in organizing your thoughts. To help control your ideas, you must develop a specific, clear sense of different purposes. The purpose controls your ideas by directing you toward the how of elaborating lines of development and toward what end. For example, evaluation would require some form of value judgement, some assessment of the focus's worth. It also requires reasons for that assessment and supporting evidence. See Hand-out for a simplified account of what different purposes require. In contrast, an explanation would direct you to elaborate the causes for something. No value judgement whatever would be required.

THE FIVE NILES

Egypt, wrote the Greek historian Herodotus, is the gift of the Nile. He was right; Egypt--or at least its most populous and fertile area--was formed by the rich silt washed down from the East African highlands by the waters of the Nile. But which Nile? According to Egypt's leading geologist, Rushdi Said, 55, the present-day Nile is a relative newcomer to Egypt, having been around for only 30,000 years. Before that, he says, at least four different Niles had flowed through--and then disappeared from--the river basin.

Said, who heads the Geological Survey of Egypt and holds a seat in the Egyptian Parliament, bases his theory on evidence he found while doing test borings from the Aswan High Dam in 1961. In some of his core samples, Said was puzzled to find a layer of alluvial (deposited by running water) sediment at a depth of 450 ft., well below the level of the modern Mediterranean Sea. Convinced that such deposits could not have been left by today's Nile, Said began looking into the possibility that they were traces of an earlier river.

Said's study took him along both banks of the Nile and deep into the deserts. He studied the magnetism of rocks to determine when they had been formed, used radioactive dating methods to determine the age of soil samples and fossils and checked other geological records, such as sea-floor samples from the Mediterranean. As a result of his research, Said has traced the history of the Nile back better than 5 million years, and identified at least five different rivers that flowed during that interval.

The Eonile, or original Nile, coursed through Egypt between 5.58 and 5.4 million years ago. Rising near Egypt's present southern frontier and fed by heavy rains, this prehistoric river cut a deep channel as it dropped to the Mediterranean, which was dry at that time and closed off at its western, or Gibraltar end. When Gibraltar opened up once more, possibly as a result of earthquakes, water from the Atlantic poured into the Mediterranean, flooding as far into Egypt as Aswan and covering the entire Nile Valley. For 2 million years the valley was a gulf of the Mediterranean. When the encroaching sea retreated, it left behind a layer of salt deposits and marine fossils for Said and fellow geologists to find.

The Paleonile, or second Nile, followed, emerging around 3.3 million years ago. The biggest and longest-lived of the five rivers, the Paleonile probably rose in the western Sudan after a prolonged rainy period, filling the Nile Valley with silt that eventually pushed the Mediterranean back out of Egypt. Then around 1.8 million years ago, a 1-million-year

drought dried up the Paleonile, gave birth to the Sahara and turned much of Egypt into a desert that Said says must have resembled the arid "Empty Quarter" of Saudi Arabia.

The Protonile, the third of the great rivers through Egypt, came to life some 700,000 years ago during a brief rainy period, then died quickly when the rain stopped.

The Prenile, river No. 4, appeared 620,000 years ago. Fed by rains in the highlands of Ethiopia and the western Sudan, the river flowed for nearly half a million years before vanishing during another period of aridity.

The Neonile, or present river, emerged a mere 30,000 years ago. Fed, like its predecessor, from rains on the East African plateau, the river is the only major source of water in a virtually rainless country. Before the High Dam was built, the river dropped substantially during the winter and rose to flood levels during the summer.

Said believes that the behavior of the fifth Nile led to many of the accomplishments of Egyptian civilization. Man made his appearance in the Nile Valley toward the end of the period between the death of the Prenile and the birth of its successor, and had to adapt to the river in order to survive. He rose to the challenge superbly. The ancient Egyptians developed geometry so that they could mark out landholdings and lay out irrigation ditches; they invented a practical calendar to keep track of the seasons, and created a government to coordinate their attempts to cope with the forces of nature.

Now the Nile again seems to be in the process of change. Its delta is eroding (it has receded some seven miles since 1878). The erosion has been accelerated by the Aswan High Dam, which holds back silt that was once deposited in the valley and the delta. Free of silt, the river below the dam is flowing more swiftly and eating away its bed. In 20 years, Said believes, the river banks may begin to collapse unless measures are taken to shore them up.

Handout for Session IV

Activity:

Make a list of the countries which you can remember.

Activity:

Make a list of the continents and the countries which are found in those continents.

Discuss homework. (10 min)

- a. Were you able to form an anchor for the relaxation technique?
- b. What types of "self-statements" were you aware of as you did this work.
- c. Were there any anxiety situations within which you implemented the coping strategy.

1. Organizing knowledge - Anchors. (15 min)

- a. How might this relate to the 1st stage of the coping strategy?
- b. How might this relate to the 2nd stage.
- * a test is an activity designed to show your teacher/professor how well you can discuss or deal with concepts from an area of your study. Tests show how well you can write about and/or how well you can understand what others write about a subject you study.

2. Discuss methods of preparing for tests.

- a. read and re-read their assignments.
- b. re-read underlined material.
How do these Methods prepare you for writing a test?
What information appears to be omitted in these strategies? i.e. detail
i.e. written notes.

3. Study Technique

Hierarchical Organization (Mapping)

- building a network "web" which will assist you to code "chunk" the material into units.

Discuss the concept of networks -
represent the detail of the paper, the specific content.

4. Divide into groups of three.
Discuss and organize (on paper) the effects of off-shore oil development on Nfld.

- A. Process: a. How did each group organize this information?
b. What type of information did you incorporate into the topic?
c. Is there some way of organizing this information to make it more structured?

- B. Mini-Lecture, Logical (Static) Network.
breaking material down into main areas (ideas), each of equal value, and which need not be considered in any set order.

restructure the topic in #4 on large sheet of paper
"goal-maximize the teacher's impression."

NOTE

Paragraph writing

focus - main ideas;

Lines of development - major subtopics
- supporting details

Activity - Develop a network and write a paragraph on the topic:

(What things lead to test anxiety?)

- i. (Ex. - Self statements, Physiological Arousal, Poor test taking skills). *** emphasize the need to speedily move from the network to writing a paragraph.
*** spend two minutes on developing the network and three minutes on writing the paragraph. (7 min)
or think of another.
or organization of the faculty you are in.
- ii. Discuss the four types of self verbalizations which many test anxious people experience. (Worry about performance, worry about bodily reactions, worry about how others are doing, worry about possible negative consequences. (10 min)

* emphasize the need to move quickly from the network to writing a paragraph.

- Process: a. How did you feel during this activity?
Did you become anxious?
b. If you became anxious did you implement the appropriate strategies?
c. Was this process effective in assisting you to recall that information, organize it, and write it down?

5. Passive Relaxation.

6. Divide into groups of three. Discuss and organize (on paper) the process involved in changing a flat tire.

- A. Process: a. How did each group organize this information?
 b. What type of information did you incorporate into the topic?
 c. Is there some way of organizing this information to make it more structured.

B. Mini-Lecture. Dynamic network.

-main function is the relation of concepts or events in a set sequence similar to telling a story, each concept of equal value, need to be considered in a set order.

Restructure the topic in #6 on a large sheet of paper.

Activity - Develop a dynamic network and a paragraph for the topics: *Emphasize the need to quickly move from network to writing.

- i. Discuss the 4 components of the coping strategy.
 * emphasize the need to speedily progress from outlining the network to writing the paragraph.
 * 2 minutes for network
 3 minutes for paragraph.

ii. Discuss the procedure for brushing teeth.

Process: a, b, & c from (#4 - ii)

7. Mini lecture. Combined network.

-main function, used if there is a need to elaborate as in the logical structure and to have a set sequence as in the dynamic structure.

- A. Divide into two groups.
 Discuss and organize the stages in human development, or the procedure employed when doing tests.

Process: from #6(A)

8. Homework:

- a. Continue to practice relaxation at home as well as in stressful situations.
- b. Continue to generate self-statements and implement the coping strategy.
- c. Develop networks and write short paragraphs for each of the following.
 - i. making a long-distance telephone call (collect).
 - ii. government structure of Newfoundland.
 - iii. the four seasons.

*Remember to spend no more than "3" minutes on the network and "3" minutes on the paragraph.

Developing static networks and writing a paragraph.
Activities

i. What things lead to test anxiety

Network.

Paragraph.

ii. Discuss the four types of self verbalizations which
many test anxious people experience.

Network.

Paragraph.

Developing dynamic networks and writing paragraphs.

- i. The four components of the coping strategy.

Network (2 min)

Paragraph. (3 min)

- ii. The procedure for brushing teeth.

Network (2 min)

Paragraph. (3 min)

Developing combined networks and writing paragraphs.

- i. the stages in human developing

Network (2 min)

Paragraph (3 min)

- ii. the procedure employed when doing tests.

Network (2 min)

Paragraph (3 min)

Session VI

Discuss Homework. (10 min.)

- a. What types of self statement were you aware of as you did this work?
- b. Were there any anxiety situations within which you implemented the coping strategy?
- c. Did any member experience difficulty while developing the networks and writing short paragraphs?

Test Taking

1. Preparing for a test. (10 min.)

- a. Practice writing, discussing, and manipulating concepts from your textbooks with the book closed.
 - read a few pages and then close the book and try to form an organized structure of what you have read.
 - develop an atlas of the material as you form an organized structure.

2. Taking a test. (10 min.)

a. Time Management

- 1) Carefully look over the test
 - determine how many questions there are on the test.
 - how many points are available in each section of the test.
 - decide how you will proceed in an effort to maximize your performance.

b. Answering essay questions. (10 min.)

- 1) take a moment to think about the question
- 2) construct a short hierarchy containing all the main points
- 3) follow this organized structure in writing your answer.

c. Answering multiple choice and true-false questions. (10 min.)

- 1) divide the amount of time by the number of questions to get an idea of about how long you will spend on any one question.
- 2) cross out obviously wrong answers.
- 3) underline key words to make sure you see them.
- 4) if you cannot decide upon the best answer, guess.

